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ABSTRACT

The purpose of this program is three-fold: (1) training selected administrative, supervisory, instructional, and support personnel to implement systems of adult basic education in correctional settings; (2) developing and testing a conceptual model of adult basic education in corrections; and (3) designing and implementing management and instructional delivery systems of adult basic education in correctional settings. In Phase I (1969-70), the goals of adult basic education in corrections were defined, a model was designed, and 2 seminars were conducted to train 37 individuals for leadership roles in adult basic education in corrections. In Phase II (1970-71), 30 persons received advanced training for leadership, 145 persons were trained in systems approach to management of adult basic education in corrections, the conceptual model was debugged, and 66 models of delivery systems for management of adult basic education were designed. (Author/RS)

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EXPERIMENTAL TRAINING PROGRAM IN ADULT BASIC EDUCATION IN CORRECTIONS

Office of Education Grant No. OEG 0-9-211006-4248(323)

Adult Education Act of 1966, Section 309

T. A. Ryan, Director

The project reported herein was supported by grant from the U. S. Department of Health, Education, and Welfare, Office of Education.

Education Research and Development Center
David G. Ryans, Director
College of Education
University of Hawaii
Honolulu, Hawaii

July, 1971

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F I N A L R E P O R T II

EXPERIMENTAL TRAINING PROGRAM IN ADULT BASIC EDUCATION IN CORRECTIONS

ADVANCED TRAINING SEMINAR . . . . . November 11 to 16, 1971

REGIONAL TRAINING SEMINARS . . . . . January 4 to April 23, 1971

Office of Education Grant No. OEG 0-9-211006-4248(323)

Adult Education Act of 1966, Section 309

Education Research and Development Center
University of Hawaii

July, 1971

ADULT BASIC EDUCATION IN CORRECTIONS PROGRAM

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ABSTRACT

Purpose

The purpose of this program is three-fold: (1) training selected administrative, supervisory, instructional, and support personnel to implement systems of adult basic education in correctional settings; (2) developing and testing a conceptual model of adult basic education in corrections; and (3) designing and implementing management and instructional delivery system of adult basic education in correctional settings.

Method

The first two phases of the program plan have been completed. In Phase I, conducted in 1969-70, a national work conference was held to define goals of adult basic education for corrections, a survey was made to assess needs for adult basic education in corrections, three seminars and a survey were undertaken to design, evaluate, and synthesize a model of adult basic education for corrections; two training seminars, each 24 days in length, were conducted to train thirty-seven individuals in systems approach to adult basic education in corrections.

In Phase II, conducted in 1970-71, a five-day advanced training seminar was held to train thirty selected individuals for leadership in instructional roles in the regional seminars for management personnel and in the institutions and states in which the persons were employed; nine ten-day regional seminars were conducted to train selected administrative, supervisory, and related decision-making personnel in use of systems approach for management of adult basic education in corrections and the design of delivery systems for adult basic education in corrections; the conceptual model was used to simulate sixty-six real-life correctional environments in order to debug the conceptual model.

Results

Phase I resulted in training of thirty-seven individuals for leadership roles in adult basic education in corrections, the definition of goals of adult basic education in corrections, the assessment of needs, and the design of a conceptual model of adult basic education for corrections.

Phase II resulted in advanced training of thirty individuals, training of 145 persons in systems approach to management of adult basic education in corrections, debugging the conceptual model of adult basic education in corrections, and design of 66 models of delivery systems for management of adult basic education in corrections.

TABLE OF CONTENTS

Adult Basic Education in Corrections Program
National Advisory Committee iii

Abstract v

I Introduction 1

II Method and Results 2

III Summary of Findings 29

IV Recommendations 29

References 31

APPENDICES - ADVANCED TRAINING SEMINAR

A Syllabus 35

B-1 Participant Roster 41

B-2 Description of Participants 43

B-2 Description of Participant Employment 44

B-3 Geographic Representation of Participants 45

C Program Personnel 46

D Required Reading List 47

E Task Groups 48

F-1 Comparison of Group Profiles by Mean Scores for Pre- and Posttest over Knowledge and Skills 51

F-2 Comparison of Group Profiles by Mean Scores on Pre- and Posttest Measures of Feelings Attributed to Adult Basic Education in Corrections Concepts 52

G-1 Mean Ratings of Training Program Activities 53

G-2 Mean Ratings of Instructional Materials 54

G-3 Participant Evaluation of Program Organization 55

G-4 Participant Evaluation of Program Effectiveness 57

APPENDICES - 1971 REGIONAL TRAINING SEMINARS

H-1	Participant Roster	61
H-2	Team and Individual Participant by Seminar	76
H-3	Sex, Age, and Education of Participants by Seminar	77
H-4	Participant Employment Background by Seminar	78
H-5	Geographic Representation by U.S. Office of Education Region	79
H-6	Geographic Representation by State	80
I-1	Staff	81
I-2	Resource Personnel	85
I-3	Affiliation of Resource Personnel by Seminar	92
J	Syllabus	93
K-1	Required Reading List	101
K-2	Supplementary Readings	102
L	Results of Evaluation of Instructional Materials	106
M	Comparison of Group Profiles by Mean Scores for Pre- and Posttest by Seminar	108
N	Mean Scores on Pre- and Posttest Measures of Pleasure and Worth Attributed to Adult Basic Education Corrections Concepts	109
O	Mean Ratings of Training Program by Seminar	110
P-1	Mean Ratings of Training Program Activities by Seminar	111
P-2	Participant Evaluation of Instructional Materials	112
P-3	Participant Evaluation of Resource Personnel Communication Skill by Seminar	113
P-3	Participant Evaluation of Resource Personnel on Content Mastery by Seminar	114
P-4	Participant Evaluation of Program Organization	115

LIST OF TABLES

Table 1 Applications Received from Nominees and Non-Nominees . . . 16

Table 2 Participant Evaluation of Resource Personnel on Communication Skill by Seminar 113

Table 3 Participant Evaluation of Resource Personnel on Content Mastery by Seminar 114

I. Introduction

A. Problem

This experimental demonstration program in adult basic education in corrections was initiated May 1, 1969 with support from the U. S. Office of Education, Division of Adult Education Programs, under provisions of P.L. 89-750, Section 309, as a three-phase undertaking. The program was designed to implement a three-fold purpose: (1) training of selected administrative, supervisory, instructional and support personnel to implement systems of adult basic education in jails, reformatories, prisons, and post-release settings; (2) development and testing of a conceptual model of adult basic education for corrections, and (3) design and implementation of management and instructional delivery systems of adult basic education for corrections. Phase I was concerned with development and testing of the conceptual model and training of selected persons in implementation of the model concepts. This is a report of Phase II of the program, which was concerned with training administrative, supervisory, and related support personnel and the design of management delivery systems for adult basic education in local, state, and federal correctional institutions. The third phase will be concerned with design of instructional systems for adult basic education in correctional institutions and training of personnel involved in the instructional process in corrections.

B. Need

With passage of the Adult Education Act of 1966, Congress recognized the need for providing specialized education designed especially to meet the needs of the great number of adults precluded from enjoying full participation in the occupational world, family life, and community and government affairs because of deficits in learning. The first annual report of the National Advisory Committee on Adult Basic Education (1968) noted some 24 million adults were denied opportunity to fulfill themselves, achieve personal goals, build into their lives values and aspirations of a free society. These individuals are not afforded equal opportunity for a meaningful work role because they lack the basic skills for getting and holding a job. The Committee recommended that adult basic education focus on education to prepare individuals for civic participation, jobs, home and family life; that a continuing training program for teachers, administrators, counselors, and leaders be strengthened; and that support be given for special projects and experimentation to bring about rapid improvement of adult basic education.

There is a special need for adult basic education in the nation's prisons (Freeman, 1966, McKee, 1968). A large proportion of the inmate population is denied the right to full personal development, occupational training, and social and civic participation because of the lack of basic education.

The offender population in state and federal institutions consists in large part of a socially, academically, and vocationally impoverished group. The offenders lack education, are mainly from the unskilled or

semiskilled occupations, and have a sparse history of social participation, family or community involvement. A study of California correctional institutions in 1968 (Lohman) revealed seventy-three percent of the offenders lacked high school diplomas. Lohman (1968) estimated that between ten and thirty percent of the inmates in the United States scored below fourth grade level on standardized achievement tests. In the eleven western states, it was estimated that between eighty and ninety percent of the inmates were functional illiterates, denied access to socially effective, personally satisfying lives because of inability to read, write, and speak the English language.

The history of corrections reveals an emphasis on work to support prison industry; punishment to satisfy the protestant ethic, and services to perpetuate the system. The U. S. Commission on Law Enforcement and Administration of Justice concluded that the most striking fact about modern correctional apparatus is that, although rehabilitation of criminals is presumably its major purpose, the custody of criminals is actually its major task. The commission, with authority over 1,300,000 offenders, concluded that too many present day prisons stress punishment instead of rehabilitation, implement training programs which, in fact, are nothing more than operation of prison industries, potato digging, and auto license plate manufacturing. A Department of Labor study (1965) revealed that the pre-prison work experience of inmates was in the least skilled and most unstable jobs, reflecting inadequate occupational training and lack in basic skills. In a study of the Federal Penitentiary, Atlanta, Brewer (1964) found sixty-one percent of the inmates needing help in achieving vocational rehabilitation, with a need for basic education to get inmates up to a level for occupational training. A survey of prison population in North Dakota (Nagel, 1967) revealed ninety-six percent of respondents had no plan for pursuing education, and pursuit of education would not be feasible until basic educational deficiencies had been overcome.

Indigenous to the philosophy of corrections in America is the belief that the individual will be returned to society, reformed and rehabilitated, capable of taking his place in the family, the community, and the world of work. As long as the offenders remain lacking in academic, vocational, and social skills, this philosophy of reform and rehabilitation will remain an American dream with little chance of coming true. Chief Justice Warren Burger observed that education is essential to social and vocational rehabilitation. The need for reform and innovation in the educational systems of the prisons is critical, and this need is most apparent in the area of adult basic education. It is essential that administrative, supervisory, instructional, and support personnel in corrections be prepared to identify, select, and use strategies, techniques, and materials of instruction appropriate to the needs and characteristics of the inmate population, and adapted to the unique environment characterizing the prison setting (Pontesso, 1968; Walier, 1968; Hardy, 1968; Westerberg, 1968; Jones, 1968).

To afford an equal chance for civic, economic and social participation to the large segment of the adult illiterate population in correctional institutions or on parole and probation status, adult basic education programs must be implemented on an all-out basis in the nation's

jails, reformatories, penitentiaries, and post-release settings. To realize this goal, it is essential to provide training for administrative, supervisory, instructional, and support personnel in corrections, and to create models for management and instructional systems of adult basic education in correctional settings.

The Program in Adult Basic Education in Corrections, conducted by the Education Research and Development Center of the University of Hawaii, is an effort to meet the needs of the educationally, vocationally, and socially deprived adult offenders through the development and testing of a conceptual model, the design and evaluation of delivery systems of adult basic education for corrections, and the training of administrative, supervisory, instructional, and support personnel.

C. Rationale

The Adult Basic Education in Corrections Program is conceptualized as a massive effort in teacher training and model-building, encompassing experimentation, demonstration, dissemination, evaluation, and diffusion elements. The program is designed as a national strategy operating in a regional and state framework to provide training to administrative, supervisory, instructional, and support personnel in correctional settings and concomitantly to design and evaluate a conceptual process model and delivery system management and instructional models for adult basic education in corrections.

The program plan rests on a foundation of assumptions:

1. It is assumed that a primary function of the penal system is to change behaviors of offenders to make them fully functioning persons who are capable of (a) achieving self-realization, (b) maintaining healthy family and social relationships, (c) implementing responsibilities of civic and community participation, and (d) contributing to the national economy through full, productive employment at a level commensurate with their potential.

2. It is assumed that reform, rehabilitation, and correction of offenders can be realized only if the individuals overcome academic, social, and vocational deficits which mitigate against full participation in the free society.

3. It is assumed that academic, social, and vocational deficits of adult offenders can be overcome through effective programs of adult basic education geared to the needs and characteristics of the offender population and implementing systems principles for program planning, operation, and evaluation.

4. It is assumed that effective, efficient adult basic education in corrections requires a system for program planning, operating, and evaluating, and personnel capable of implementing the system.

5. It is assumed that purposes of adult basic education and corrections require total interdepartment commitment and participation within the correctional institution and interagency cooperation across and within local, state, and federal jurisdictions.

The most important single assumption undergirding the Adult Basic Education in Corrections Program is that effective systems for management and instruction of adult basic education in correctional settings, and personnel training in implementation of these systems are essential to realization of the goals of adult basic education and corrections. One of the major fallacies seen in the scattered efforts to improve the education function of corrections is that the attempts focused on either system design or personnel training. It is held that both elements are essential to the accomplishment of the desired ends; that either by itself is not sufficient.

D. Purposes and Objectives

The ultimate accomplishment expected to derive from the Adult Basic Education in Corrections Program is the overcoming of academic, vocational, and social deficits of adult offenders in the nation's correctional institutions, making them capable of entry into gainful employment and healthy participation in family, civic, and social affairs.

The program purpose was implemented in Phase I in the design of a conceptual model of adult basic education in corrections and training of a select group of corrections decision makers. In Phase II, the program purpose was implemented in two goals: (1) design and evaluation of a conceptual model and delivery system models for management of adult basic education in corrections; and (2) training of selected personnel in use of the models to achieve goals of adult basic education for correctional settings.

The two major program goals were implemented in aims and objectives:

Program Goal 1. Design and evaluation of conceptual model and delivery system models for management of adult basic education in corrections.

Aim 1. Evaluate conceptual model created during Phase 1.

Objective 1. Given the conceptual model, synthesized from the San Dimas and Morgantown Models designed by participants in the 1971 seminars, and sixty-eight problems from the real-life situations of the sixty-eight participating teams in the 1972 regional seminars, the results of the 68 simulations will yield data to evaluate the conceptual model.

Objective 2. Given evaluative data collected from consultants and instructional staff from the 1972 seminars, elements in the conceptual model which are vague, incomplete, ambiguous, or irrelevant will be identified.

Aim 2. Design delivery system models for management of adult basic education in correctional settings.

Objective 1. Given 68 participating teams from correctional institutions, analyses of each setting, information relevant to system design, each team will create a flowchart model description of the system design in a ten-day regional seminar.

Objective 2. Given 68 participating teams from correctional institutions, analyses of each setting, information relevant to system design, each team will create a narrative description of a system design for its correctional institution in a ten-day regional seminar.

Program Goal 2. Training of selected personnel in use of models to achieve goals of adult basic education for correctional setting.

Aim 1. Training of decision-makers in corrections at advanced level in systems approach to adult basic education in corrections.

Objective 1. Given a five-day advanced level seminar on adult basic education in corrections, participants will increase their knowledge of educational management in correctional settings; improve their understanding of the model of adult basic education in corrections; acquire an understanding of the design of delivery systems; and enhance their understanding of materials, methods, and techniques for instruction of adults in short-term sessions.

Objective 2. Given a five day advanced level seminar on adult basic education in corrections, participants will improve skills for instructing adult learners in short-term training sessions; improve skills of reading models; develop skills for designing delivery systems; and develop skills for evaluating delivery systems.

Objective 3. Given a five-day advanced level seminar on adult basic education in corrections, participants will develop positive feelings toward management of adult basic education in corrections, and the use of systems techniques in educational management.

The three objectives of the Advanced Training Seminar on Adult Basic Education in Corrections were implemented in behavioral objectives, against which evaluation of the seminar was made. The behavioral objectives are given in the Seminar Syllabus (Appendix A).

Aim 2. Training of management personnel in corrections in systems approach to adult basic education in corrections.

Objective 1. Given a ten-day seminar on adult basic education in corrections, participants will increase their knowledge of philosophy and theory of adult basic education and corrections; improve their understanding of concepts and principles relating to the learning process, the inmate learners, the learning environment; improve their understanding of educational management systems.

Objective 2. Given a ten-day seminar on adult basic education in corrections, participants will improve their skills in defining objectives; using information; developing delivery systems; planning the learning experiences and environments; testing and evaluating program effectiveness.

Objective 3. Given a ten-day seminar on adult basic education in corrections, participants will show positive feeling toward adult basic education and adult basic education in correctional institutions.

The Regional Seminar Objectives are implemented in behavioral objectives, shown in the Seminar Syllabus (Appendix J).

II. Method and Results

A. Design

The system designed to accomplish the program goals included two major functions: personnel training, and system design. This report presents a description of the two training elements of Phase II of the Adult Basic Education in Corrections Program and a discussion of the two model design program elements.

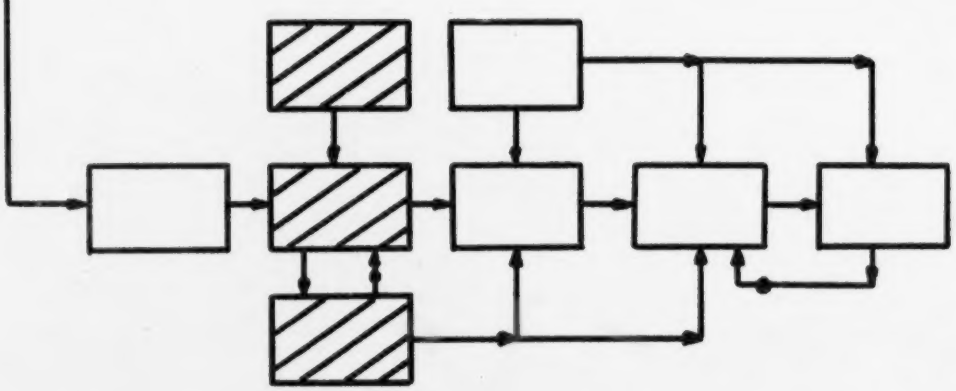
1. Personnel Training. There were two levels of training involved in Phase II of the Adult Basic Education in Corrections Program: (a) advanced training in systems approach for designing management systems of adult basic education in corrections, for persons selected from Phase I training to serve in instructional roles in the Phase II regional seminars; and (b) training in systems approach to design management systems of adult basic education in corrections, for persons selected as members of participating teams in the Phase II regional seminars.

TRAINING...ADVANCED SEMINAR

"... for youth institutions ...
education is the primary treatment tool.
Programs need to be selected carefully, ...
making certain each one leads to a tangible
and relatively immediate goal." Mr. Dale W.
Clark, Supervisor of Education, Federal
Youth Center, Englewood, Colorado.

"The person in a position to exert influence
on correctional policy must himself have an
articulate vision of the long range goals he
seeks ... and the ability to present viable
short-term programs leading to his larger
vision." Dr. Sol Chaneles, President, Urban
Resources, Inc., New York.

TRAINING



ADVANCED TRAINING SEMINAR

Franklin Park, Illinois November 11 to 16, 1970

Advanced Training Seminar Theme . . . . . .

This advanced seminar program implemented the theme, "New horizons in corrections through challenging and guiding decision-makers to more effective management of adult basic education in correctional settings." The seminar was based on the assumption that those responsible for management decisions in corrections can make the dream of new horizons for corrections a reality by being challenged to seek new and better approaches and strategies to implement the purposes of corrections and being guided in their efforts to develop skills and acquire knowledge requisite for more effective decision-making.

Advanced Training Seminar Purposes . . . . . .

The seminar program attempted to provide an opportunity for those who would be instructors in the 1971 Regional Seminars in Adult Basic Education for decison-makers in corrections to synthesize plans and develop instructional materials and to acquire skills and increase knowledge about the design of management delivery systems of adult basic education for correctional settings.

Advanced Training Seminar Participants . . . . .

Participants in the seminar were innovators in corrections, whose experience in developing a generalized model of adult basic education in corrections, together with their professional commitment, background and expertise, qualified them for the leadership roles they played in conducting the 1972 regional seminars for decision-makers and in implementing their skills and knowledge in planning and maintaining innovative and improved adult basic education for adult offenders.

There were thirty participants in the Advanced Training Seminar. The Participant Roster is given in Appendix B-1. Description of participants by sex, age, education, employment, is given in Appendix B-2 and place of residence is given in Appendix B-3.

Advanced Training Seminar Staff . . . . . .

The staff conducting the seminar included visiting lecturers and consultants in addition to the program personnel. Staff Roster is given in Appendix C.

Advanced Training Program . . . . . .

A five-day program was designed to train participants in techniques of adult basic education and to prepare them for instructional and leadership roles in the regional seminars for decision-makers and subsequent activities in planning, operating and evaluating improved and

innovative adult basic education programs in correctional settings. The program, conducted from November 11 to 16 in Franklin Park, Illinois, consisted of forty hours formal instruction and twenty hours devoted to independent study and group assignments. Formal instruction was held daily from 8:00 A.M. to 12:00 Noon and 1:00 P.M. to 5:00 P.M. Independent study and group activities took place during evening hours.

The advanced training seminar syllabus is shown in Appendix A. The advanced training seminar opened with an orientation to the seminar purposes. Information relevant to the seminar goals was provided through assigned readings (Appendix D). Participants were assigned to six task groups (Appendix E) with each group responsible for developing one of the six instructional packets which implemented the instructional system for the regional training seminars. Instructional packets were developed by the task groups on the following areas: philosophy of adult basic education in corrections; goals and objectives of adult basic education in corrections; information dimension in adult basic education in corrections; planning delivery systems for management of adult basic education in corrections; management responsibilities for creating learning experiences and environments for adult basic education in corrections; management responsibilities for measurement of outcomes and evaluation of programs of adult basic education in corrections.

Each instructional packet contained the following elements: purpose, goals and objectives; instructional methods and techniques for achieving goals; hardware and software to implement instructional plan; procedures and instruments for measurement and evaluation.

Evaluation of the advanced training seminar was made through comparison of pre- posttest scores for participants. The scores are given in Appendix F. The pre- posttest score comparison (Appendix F-1) provides an index of changes in participants' knowledge and skills relevant to the program objectives between the opening and closing dates of the seminar. The pre- post inventory scores (Appendix F-2) provide an index to attitude change.

Advanced Training Seminar Results . . . . . .

The comparison of pre- and posttest scores reported in Appendix F-1 reveals a mean gain of 7.04, indicating a significant improvement in participant skills and increase in knowledge relevant to the seminar training program objectives. This gain should be interpreted in light of the short time interval from pre- to posttest. A more meaningful measure of program effectiveness would be obtained from a long-term follow-up to determine (1) effectiveness of the instructional packet and the influence of the instructor on the participants in the regional seminars; and (2) products of improved and innovative adult basic education program plans, operations, and evaluation in correctional settings attributable to advanced training seminar participants and related to the training experiences provided in the seminar program.

One of the goals of the advanced training seminar was to develop more positive feelings on the part of participants toward adult basic education in corrections. An inventory to assess attitudes toward adult basic education, corrections, and systems approach was administered at the beginning of the seminar, and again at the conclusion of the five-day program. Each concept included in the inventory was rated on a 4-point scale on two dimensions to reflect the pleasure and worth respondents attributed to the concepts listed.

Mean scores for attributed pleasure and worth dimensions on the concepts listed are reported in Appendix F-2, revealing increase of +.07 on worth and + .11 on pleasure from pre to posttest.

Evaluation of Advanced Training Seminar Program Management . . .

A program evaluation was made to assess effectiveness of program management. Data were gathered from participants to determine the extent to which each of the following program elements contributed toward achievement of program goals: program activities; instructional materials; program content; and program organization.

Participants rated program activities on a 4-point scale, indicating the degree to which the activity contributed to achievement of program goals. Mean ratings are reported in Appendix G-1. Examination of data reported in Appendix G-1 reveals that all activities were rated above the chance mean. Activities rated most worthwhile in the Advanced Training Seminar were task group and discussion group assignments.

Evaluation of instructional materials was made by participant rating on a 4-point scale of eleven references which were assigned as required readings. Mean ratings for these materials are reported in Appendix G-2. Examination of the ratings for instructional materials reveals that all references were rated above the chance mean. Participants rated the following two references as most valuable in accomplishing the training program objectives: Ryan, T. A. (Ed.) Model of adult basic education in corrections (Experimental Edition), and Ryan, T. A. A model of adult basic education in corrections. The first reference, rated 3.79 on a 4-point scale, was the conceptual model of adult basic education in corrections developed in Phase I of the Adult Basic Education in Corrections Program. The second reference, rated 3.83 on a four-point scale was a mimeographed paper describing the model.

The participant evaluation of the advanced training program organization revealed overall satisfaction with the program, with the exception of the time element. The general feeling was that the time was too short. The ratings of program information, meals and lodging, staff qualifications, time utilization, grouping, instructional approach, site selection, and physical facilities are reported in Appendix G-3.

Ratings by participants, reported in Appendix G-4 reveal satisfaction with the amount of information generated through the advanced training

program activities, and the extent to which the program contributed to increase in knowledge of techniques, methods, and content for short-term training in adult basic education for correctional settings. The participant ratings suggest some feelings of frustration with regard to the instructional packets developed during the seminar. The comment of one participant expresses this reaction, "I wish we had three more days to iron out the rough spots in our instructional packet."

TRAINING...REGIONAL SEMINARS

1971 REGIONAL TRAINING SEMINARS

Lincoln, Nebraska	January 4 to 14, 1971
Boulder, Colorado	January 16 to 26, 1971
Athens, Georgia	February 2 to 12, 1971
Austin, Texas	February 13 to 23, 1971
Notre Dame, Indiana	February 24 to March 6, 1971
Norman, Oklahoma	March 8 to 18, 1971
St. Paul, Minnesota	March 18 to 28, 1971
New York, New York	March 29 to April 8, 1971
Portland, Oregon	April 13 to 23, 1971

Regional Seminar Theme

This seminar program implemented the theme, "Meeting the Challenge of Corrections through Sound Educational Management." The seminar program was based on the assumptions that (1) a primary function of the penal system is to change behaviors of offenders making them fully functioning individuals, capable of achieving self-realization, social relationships, and economic efficiency; and (2) sound and systematic educational management of adult basic education can eventuate in correctional programs and strategies to realize the purposes of corrections, preparing educationally and socially deprived adult offenders for useful, productive roles in society.

Regional Seminar Purposes

The seminar program was intended to result in the training of selected corrections decision-makers to use generalized models and delivery systems of adult basic education in corrections; and to develop delivery systems for management of adult basic education geared to the needs and characteristics of specific correctional institutions or agencies.

Regional Seminar Participants

The participants in the 1971 Regional Seminars were in decision-making roles in local, state, and federal correctional institutions and agencies, with responsibilities for administration and management of adult basic education or supervision of teachers in corrections. There were 145 participants, constituting sixty-eight teams, in the nine seminars held in 1971. The Roster of Participants is given in Appendix H-1. The participation by team and individuals is given in Appendix H-2.

Selection of Participants. There were 306 applicants for the 1971 Regional Seminars, including 246 nominees and 60 direct applicants.

TABLE 1. APPLICATIONS RECEIVED FROM NOMINEES AND NON-NOMINEES

	NOMINEES			NON NOMINEES			
	Accept	Not Accept	Total	Accept	Not Accept	Total	GRAND TOTAL
STATE	79	79	158	0	58	58	216
FEDERAL	66	22	88	0	2	2	90
	145	101	246	0	60	60	306

State Directors of Adult Basic Education, State Directors of Corrections, and representatives from the U. S. Office of Education and U. S. Bureau of Prisons were invited to nominate candidates to be considered for participation in the seminars. An announcement about the regional seminars was made by the U. S. Office of Education, Division of Adult Education Programs, and the U. S. Bureau of Prisons. Nominees and direct applicants were sent an application packet containing information brochure, instructions for applying, application form, confidential evaluation form, and certification of employment. The employment certification documented the employment of the applicant in a position involving responsibility for planning and/or evaluating adult basic education in a correctional setting in 1970-71 and 1971-72. In selecting individuals for participation in the seminars there was no discrimination on account of sex, race, color or national origin of applicant.

Each applicant was rated against the following selection criteria:

1. Responsibility for administration and organization of education, or supervision of teachers in correctional institutions;

2. Motivation to improve adult basic education for offenders;

3. Education and experience to benefit from training;

4. Leadership qualities.

Ratings of applicants ranged from 1.68 to 9.78 on a 10-point scale, with median rating of 7.65. The final selection of participants for the regional seminar took into account three factors: (1) recommendation of state director or U. S. Bureau of Prisons director; (2) geographic location of employment; and (3) applicant rating.

Characteristics of Participants. The total of 145 participants in the nine regional seminars included 137 male and 8 female participants, with a median age of 40.5 years. The group included 124 out of 145 with

an educational attainment of the Bachelor's Degree or higher. There were 130 of the participants in decision-making positions, with administrative, supervisory, coordinating or specialist responsibilities. The participant group included 84 from education, 25 from treatment, with approximately nine each from industry, personnel and business, custody, and the executive office. A comparison of the participant group for the nine seminars by sex, age, and education, is given in Appendix H-3. The employment backgrounds of the participants is given in Appendix H-4. All of the U. S. Office of Education regions were represented by participants (Appendix H-5) and 41 states had participating teams (Appendix H-6).

Regional Seminar Staff . . . . . .

The staff for the regional seminars was made up of the Program Director, Assistant to the Director, an instructional team, secretary, and visiting lecturers at each seminar site, in addition to regular support and secretarial staff employed in the Program administrative offices. The personnel employed in administrative, instructional, secretarial and support capacities are listed in Appendix I-1. Resource persons serving as visiting lecturers are listed in Appendix I-2. There were fourteen to sixteen visiting lecturers at each seminar, representing state departments, inmates, professional organizations, public schools, federal agencies, universities, and private organizations. The representation of the resource personnel at the regional seminars is reported in Appendix I-3.

Regional Training Seminar Program . . . . . .

The regional training seminar program was designed to achieve the goals of increased knowledge, improved skills, and enhanced positive attitudes of participants, and the production of delivery system designs for management of adult basic education in correctional institutions of participating teams. The program was intensive and demanding, covering a ten-day period which included eighty hours of instruction in addition to an average of forty hours of supervised team work and independent study for each seminar. Sessions were held daily, for ten consecutive days, from 8:00 A.M. to 12:00 Noon, and from 1:00 P.M. to 5:00 P.M. Teamwork on the design of models for the management delivery systems of adult basic education in corrections took place during evening hours. Supervision and guidance were provided to teams by Program Director and instructional team members.

As part of the orientation phase of the program, training packets were mailed to participants in advance of the seminars. The packet contained syllabus, required reading list, supplementary reading list, and site information bulletin. Before coming to the seminar, each participating team was required to complete a detailed Institutional Information Form, providing baseline data to describe the institution for which a delivery system was to be designed during the seminar.

An instructional system designed for the regional seminars was implemented in each of the programs. The system design provided for information input, processing, and output. Information input was through

lecture, readings, audio-visual presentations, participant reports, and discussion. Information processing was accomplished through reaction panels, discussion groups, task groups, dialogue, and team activity. The intended outputs were the increased knowledge and improved skills of participants and the delivery system models for management of adult basic education in correctional settings. The regional training seminar syllabus is presented as Appendix J.

Instructional materials to input information to participants were selected on the basis of evaluation. Seventy-five items were evaluated, from which eight items were selected for required reading (Appendix K-1) and forty-six included as supplementary references (Appendix K-2). The materials were evaluated against five criteria: relevance, adequacy, format, usability, reliability. Each item was rated from 1 to 5 on each of the criteria, and a mean rating was computed, with 5.0 the maximum possible. Those items rated above 4.0 were considered worthy of possible inclusion either as required or supplementary reading materials. Of those with 4.0 rating or over, some were rejected because of being inaccessible or because of presenting material duplicated in another publication. Appendix L reports the ratings assigned to the materials evaluated for possible use in the regional training seminars.

The regional training seminars were characterized by diligent work and involvement of staff and participants, and product orientation and goal commitment of staff, participants, and sending institutions or agencies. Every participant served in a number of capacities during the seminar, implementing responsibilities of chairman, recorder, task group chairman, discussion group chairman, and reaction panel member. Sixty-eight of the participants served as team leaders and seventy-seven participants were team members.

Regional Training Seminar Results. . . . . .

Two measures were taken to evaluate effectiveness of training in achieving the program objectives relating to changes in participant behaviors. A pretest designed to sample behaviors defined by training objectives was administered at the onset of each training program. A posttest, sampling the same behaviors, was administered at the conclusion of training. Evaluation was accomplished by comparing pre- and posttest scores for each regional seminar group. Comparison of the pre- and posttest scores for the nine regional seminars revealed mean gains ranging from 1.85 to 5.46 on the subtest measuring participant knowledge about management of adult basic education in corrections, with mean gains of 17.80 to 31.07 on the subtest measuring participant skill in applying systems techniques to management of adult basic education in corrections. The means, standard deviations, and gain scores for pre- and posttests for the nine seminar groups are given in Appendix M.

One of the objectives of the training seminars was to bring about more positive feelings of participants toward the application of systems techniques in management of adult basic education in correctional settings.

An inventory was administered at the beginning and again at the end of the training program, in an effort to obtain an indication of feelings of participants about adult basic education, corrections, and systems approach. A list of concepts was given and participants were asked to rate each one on a 4-point scale on two dimensions, pleasure attributed to the concept, and worth attributed to the concept. Comparison of the pre- and post-inventory scores on ratings of pleasure and worth attributed to the concepts by seminar revealed gains ranging from .07 to .35 for pleasure and .09 to .21 for worth. Means and gain scores for the pre- and posttraining ratings of pleasure and worth attributed to the adult basic education in corrections concepts are given in Appendix N.

A self evaluation by participants was made to assess extent to which participants felt the seminar had accomplished training goals. Participants were asked to indicate (1) the extent to which they felt the seminar had succeeded in generating information relevant to planning, operating, and evaluating adult basic education program in corrections; (2) the extent to which they felt they had increased their knowledge of management of adult basic education in corrections as a result of the seminar; (3) the extent to which the seminar had accomplished its purposes; and (4) the extent to which they felt satisfied with the seminar product, that is, the models for management delivery systems for adult basic education in corrections. The ratings of participants on a 4-point scale on the self evaluation items revealed mean ratings of 3.50 for the amount of information generated; 3.53 for the amount of knowledge increase; 3.57 for accomplishment of seminar purpose; and 3.27 for satisfaction with seminar products. The self-ratings for each seminar group are given in Appendix O.

Evaluation of 1971 Regional Training Seminars Program Management . . .

Evaluation of the 1971 Regional Seminar Program by participants was made to assess effectiveness of program management. Data were gathered from participants to determine the extent to which each of the following program elements contributed toward achievement of program goals: program activities; instructional materials; program content; resource personnel; and program organization.

Participants rated program activities on a 4-point scale, indicating the degree to which each activity contributed to achievement of program goals. Mean ratings are reported in Appendix P-1. The two activities rated as most worthwhile were team work and general discussion. The only activity rated below the chance mean, suggesting the lack of contribution toward achieving training goals, was reading supplementary materials.

Instructional materials included on the required reading list were rated by participants on a 4-point scale. All materials were rated above the chance mean, with the two items rated as most worthwhile in contributing to training goals being the mimeographed paper by Ryan describing the model of adult basic education in corrections (mean rating = 3.77), and the Model of Adult Basic Education in Corrections, developed during Phase I of the Adult Basic Education in Corrections Program (mean rating = 3.71). Ratings for the eight items which were required reading for seminar participants are given by seminar group in Appendix P-2.

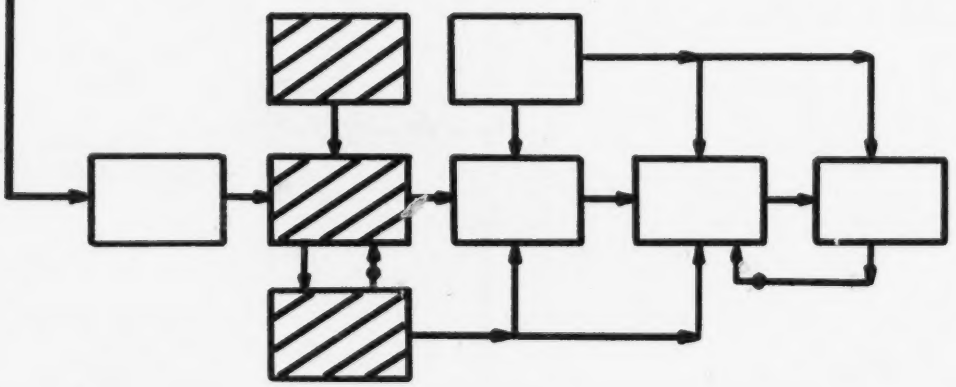
The resource persons who prepared papers and made presentations to the seminar groups on assigned topics were rated by participants on two dimensions: content mastery and communication skill. The ratings of resource persons by seminar group are given in Appendix P-3. Examination of the tables in Appendix P-3 reveals that the mean ratings for resource persons on mastery of content ranged from 1.90 to 3.86 with median rating of 3.10; and ratings of their communication skills ranged from 1.90 to 3.86 with median rating of 3.05. Ratings for both content mastery and communication skill followed a normal distribution curve.

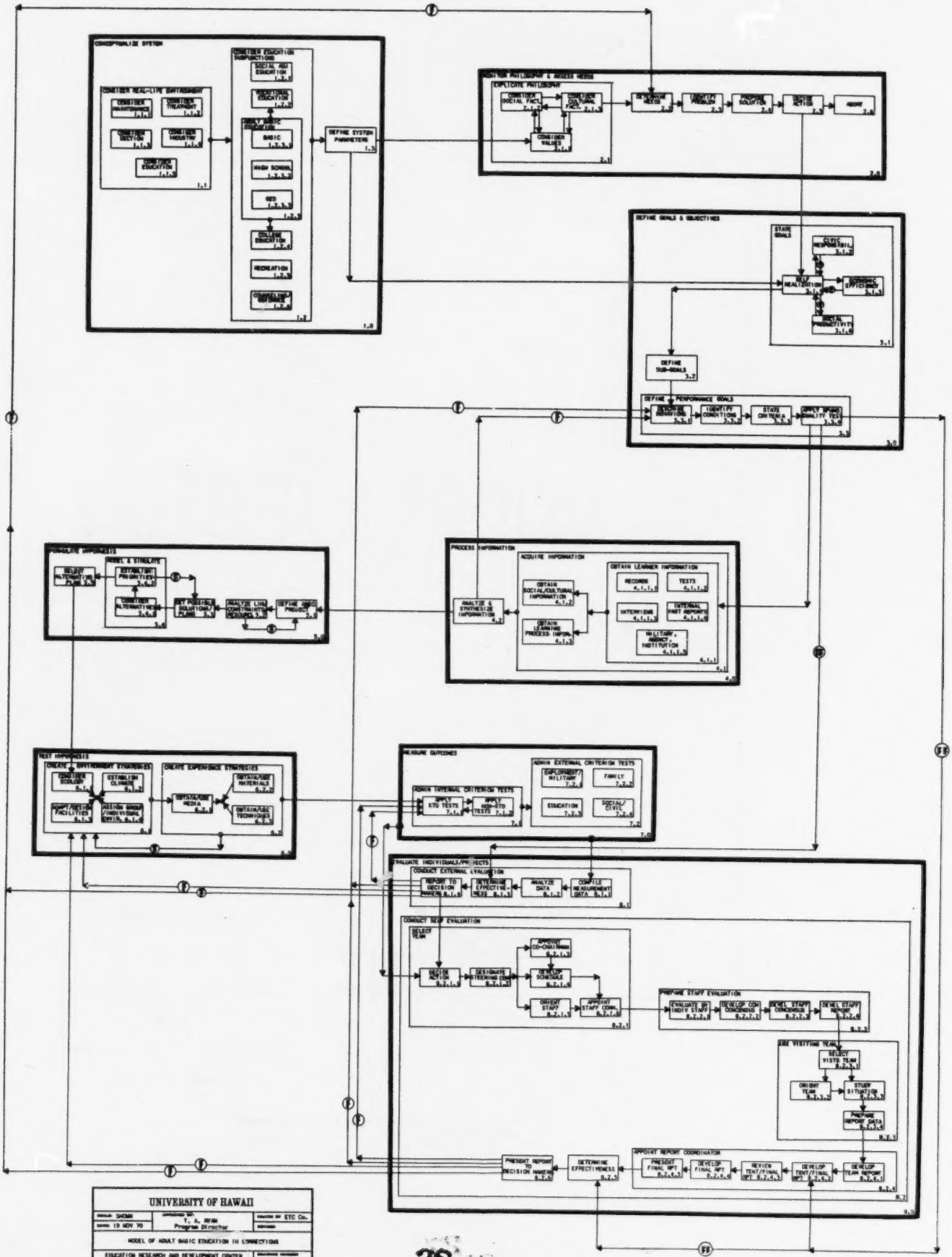
Program organization was evaluated by participant rating of program information, staff qualifications, time allocation and utilization, conference facilities, and general organization. With the exception of Athens and Norman seminars, program information was considered adequate. With the exception of the New York seminar, conference facilities were considered adequate. The ratings on staff qualifications were satisfactory for all seminars. There was a general indication of time pressure reflected in the rating of time allocation and utilization. Satisfaction with overall program organization is reflected in the endorsement of the seminar program and acknowledgement that the program met expectations. A table of participant responses relating to program organization is given in Appendix P-4.

A B E C

ADULT BASIC EDUCATION IN CORRECTIONS

MODEL DESIGN





UNIVERSITY OF HAWAII		
DRAWN: SHOMA DATE: 19 NOV 70	APPROVED BY: T. A. Ryan Program Director	NAME OF ETC Co.
MODEL OF ADULT BASIC EDUCATION IN CORRECTIONS		
EDUCATION RESEARCH AND DEVELOPMENT CENTER David G. Ryans, Director		DRAWING NUMBER FIGURE 10

2. Model Design for Adult Basic Education in Corrections. There were two areas of activity in Phase II involving the design of models for adult basic education in corrections: (1) testing and revision of the conceptual model of adult basic education in corrections; and (2) design of models for delivery systems for management of adult basic education in specific correctional institutions.

a. The conceptual model of adult basic education in corrections. A primary thrust of the Adult Basic Education in Corrections Program in 1969-70 was the design of a conceptual model of adult basic education in corrections. This model design served as a handbook for planning, operating, and evaluating systems of adult basic education in any correctional setting. The model was developed as a process model which could be used to generate delivery systems for management or instruction of adult basic education programs for adult offenders in any kind of correctional setting -- male, female, or coeducational institution; maximum, medium, or minimum security; long-term or short-term sentence; jail, reformatory or penitentiary; local, state or federal installation. The process model was developed initially through synthesis of two separate, independently designed models.

The process model was used by teams participating in the regional seminars in 1971 to simulate the real-life environments of sixty-eight correctional settings. This simulation was done for two purposes: (1) debugging the process model; and (2) guiding the design of delivery systems for management of adult basic education in correctional settings of the participating teams.

An analysis of the process model, based on results of sixty-six simulations, revealed minor malfunctions in NEEDS ASSESSMENT (2.0), INFORMATION DIMENSION (4.0), PROJECT PLANNING (5.0), and CREATING LEARNING EXPERIENCES AND ENVIRONMENTS (6.0), with major malfunctions in GOALS AND OBJECTIVES (3.0), MEASUREMENT (7.0), and EVALUATION (8.0).

The experimental edition of the process model will be revised in 1971-72 to correct the malfunctions revealed in the simulation activity. The proof of the worth of the process model is demonstrated by the quality and quantity of the delivery system models generated during the 1971 regional training seminars. There were sixty-eight participating teams. Sixty-six teams used the process model to complete the models of adult basic education in corrections. One team turned in a description of an existing program in a correctional institution, but failed to use the process model to generate a design of a delivery system for management of adult basic education in corrections. One team did not complete a delivery system model. Based on quantity alone, the process model was an obvious success, since it was the basis for generating 66 out of a possible 68 delivery systems. The sixty-eight models for management of adult basic education in corrections will be evaluated on a quantitative dimension, to further evaluate the process model.

b. Delivery systems for management of adult basic education in corrections. One of the primary goals of the 1971 Regional Seminars

was the development of system designs for management of adult basic education. Sixty-eight teams participated in the seminars. Sixty-six teams completed models for management of adult basic education in correctional institutions.

The models will be evaluated against criteria defining effective use of modeling, simulation, and synthesis techniques; and the potential for contribution to goals of adult basic education in correctional settings. The results of evaluation will be used to point up malfunctions in the system designs, so needed corrections can be made in order to optimize outcomes from system operation. The management models designed in 1971 will provide the basis for design of instructional systems for the institutions participating in the 1972 regional seminars.

Models for delivery systems of management of adult basic education were designed for institutions in all geographic regions of the United States:

NORTHEAST

Connecticut
Federal Correctional Institution, Danbury
New York
Coxsackie Correctional Facility, West Coxsackie
New Jersey
Youth Correctional Institution, Bordentown
State Prison, Leesburg
Youth Correctional Institution, Annandale
Trenton State Prison, Trenton
New Hampshire
New Hampshire State Prison, Concord
Canal Zone
Canal Zone Correctional Facility, Gamboa
Pennsylvania
Federal Correctional Institution, Petersburg

SOURTHEAST

North Carolina
Correctional Center for Women, Raleigh
South Carolina
MacDougall Youth Correction Center, Ridgeville
Louisiana
State Penitentiary, Angola
Florida
Apalachee Correctional Institution, Apalachee
Federal Correctional Institution, Tallahassee
Virginia
Federal Reformatory, Petersburg
Georgia
Stone Mountain Correctional Institution, Stone Mountain

SOUTHEAST - (Cont'd.)

Kentucky
- Federal Youth Center, Ashland
- Kentucky State Penitentiary, Frenchburg

West Virginia
- Federal Correctional Institution, Alderson

MIDWEST

Minnesota
- Minnesota State Prison, Stillwater
- Federal Correctional Institution, Sandstone

Michigan
- Michigan Reformatory, Ionia
- Cassidy Lake Technical School, Chelsea
- Federal Correctional Institution, Milan

Indiana
- Federal Correctional Institution, Terre Haute

Illinois
- Federal Penitentiary, Marion
- Illinois State Penitentiary, Pontiac

Missouri
- Medical Center for Federal Prisoners, Springfield
- State Penal System

Kansas
- Federal Penitentiary, Leavenworth
- Kansas Penal System

Nebraska
- Nebraska Penal and Correctional Complex, Lincoln

Iowa
- Iowa Women's Reformatory, Rockwell City

SOUTHWEST

Texas
- Federal Correctional Institution, Texarkana
- County Jail, San Antonio

Oklahoma
- Federal Reformatory, El Reno
- Oklahoma State Reformatory, Granite

New Mexico
- Federal Correctional Institution, La Tuna
- Penitentiary of New Mexico, Santa Fe

Arkansas
- Tucker Intermediate Reformatory, Tucker

MOUNTAIN STATES

Montana
- Montana State Prison, Deer Lodge

Colorado
- Colorado State Penitentiary, Canon City
- Colorado State Reformatory, Buena Vista
- Federal Youth Center, Englewood

MOUNTAIN STATES - (Cont'd.)

North Dakota
North Dakota Penitentiary, Bismarck
South Dakota
South Dakota State Penitentiary, Sioux Falls
Idaho
Idaho State Penitentiary, Boise

WEST

California
California State Penitentiary, San Quentin
Federal Correctional Institution, Men's Division, Terminal Island
Federal Correctional Institution, Women's Division, Terminal Island
Washington
Federal Penitentiary, McNeil Island
Hawaii
Hawaii State Prison, Honolulu
Alaska
Adult Conservation Camp, Palmer
Nevada
Nevada State Prison, Carson City

III. Summary of Findings

The Adult Basic Education in Corrections Program is designed to implement a three-fold purpose: (1) training of selected administrative, supervisory, instructional, and support personnel to implement systems of adult basic education in correctional settings; (2) development and testing of a conceptual model of adult basic education in corrections; and (3) design and implementation of management and instructional delivery systems of adult basic education for corrections.

Phase I conducted in 1969-70 resulted in the synthesis of a conceptual model for adult basic education in corrections and training selected persons in model concepts. There have been significant changes which can be attributed to participants in the 1969-70 seminars, as implementations of the seminar experience, resulting in improvement and innovations in planning, operating, and evaluating adult basic education in correctional instutitutions. A follow-up of the 1969-70 participants is needed, in order to assess long term benefits of the training experience.

Phase II, conducted in 1970-71, resulted in the training of 145 individuals, the design of sixty-six models of delivery systems for management of adult basic education in correctional institutions, and debugging of the conceptual model developed in 1969-70. A long-term follow-up is needed to assess the impact on institutions represented by seminar participants and the changes in individuals who participated in the training program.

Phase III, to be conducted in 1971-72, will be concerned with training individuals with responsibilities relating to instruction of academically, socially, vocationally deprived adults, and the design of instructional systems of adult basic education for correctional institutions.

The real test of this program will be in the measures of dissemination and diffusion. Only to the extent that horizontal and vertical dissemination is realized, and diffusion of model concepts in institutional changes is accomplished can the adult basic education in corrections program be deemed a success. The dissemination of program results within and across correctional settings, and the translation of model designs into innovations and improvements in adult basic education in correctional institutions must be realized for the program to realize its potential.

IV. Recommendations

1. The library of specialized information about adult basic education in corrections, built up to implement administration of this program should be made available to individuals and agencies involved in adult basic education and corrections.

2. A follow-up should be made of the individuals enrolled in the 1969-70 seminars on adult basic education in corrections, to determine long term effects of the seminar experience.

3. A follow-up should be made of the institutions for which delivery system management models were designed, and the individuals participating in the 1971 regional seminars on adult basic education in corrections.

4. A planned diffusion program should be initiated at once to insure the implementation of management systems design in 1971.

5. Advanced training in adult basic education in corrections should be provided to selected participants from the 1971 Regional Seminars to prepare them for leadership roles in conducting short-term training and in planning, operating, and evaluating systems of adult basic education for correctional institutions.

6. Training should be provided to persons with instructional responsibilities in corrections to prepare them for designing and implementing instructional systems of adult basic education in corrections.

7. Demonstration projects implementing selected model designs of adult basic education in corrections should be conducted in conjunction with planned in-service training of visitors to achieve replication of the systems approach to adult basic education in non-correctional settings and extend the application of the model designs to all correctional institutions, including the local jails.

8. The training model implemented in this Adult Basic Education in Corrections Program should be debugged, refined, and made available for use in other training endeavors.

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ADVANCED TRAINING SEMINAR

A P P E N D I C E S

APPENDIX A

ADVANCED TRAINING SEMINAR

Franklin Park, Illinois November 11-16, 1970

Syllabus

I. Nature of Seminar

A. Description

1. This advanced training seminar is part of a program to improve adult basic education in corrections, which is conducted by the Education Research and Development Center of the University of Hawaii under grant from the U. S. Office of Education, Division of Adult Education Programs. The total program effort is directed toward achieving innovation and reform of educational policies and practices in the nation's prisons. The program aims to make a major thrust in the direction of meeting deficiencies of prison and rehabilitation efforts, in order that offenders might be graduated to more useful, productive lives in society. The program purpose will be implemented in 1971 in pilot testing of a conceptual model of adult basic education in corrections, and regional seminars to train decision-makers in application of the model for educational management.

2. This national advanced training seminar has been designed to accomplish a two-fold purpose: (1) synthesize the plan and prepare materials for the 1971 regional training program; and (2) prepare instructors for providing leadership and implementing instructional roles in the 1971 Regional Training Seminars in Adult Basic Education in Corrections.

B. Goals

1. Participants will increase their knowledge of educational management in correctional settings; improve their understanding of the model of adult basic education in corrections; acquire an understanding of the design of delivery systems; and enhance their understanding of materials, methods, and techniques for instruction of adults in short-term sessions.

2. Participants will improve skills for instructing adult learners in short-term training sessions; improve skills of reading models; develop skills for designing delivery systems; and develop skills for evaluating delivery systems.

3. Participants will develop positive feelings toward management of adult basic education in corrections, and the use of systems techniques in educational management.

C. Objectives

1. Given necessary information about a hypothetical correctional setting, the participant will be able to develop a flowchart model for adult basic education in the particular institution with 90% accuracy.

2. Given a multiple-choice test on systematic identification and utilization of information and resources for educational management in corrections, the participant will be able to answer correctly 80% of the items.

3. Given a multiple-choice test on designing delivery systems of educational management, the participant will be able to answer correctly 80% of the items.

4. Given a multiple-choice test on internal and external evaluation of systems, the participant will be able to answer correctly 80% of the items.

5. Given a multiple-choice test on selection utilization of materials, methods and techniques for planning learning experiences for teaching adults in short-term training, the participant will be able to answer correctly 80% of the items.

6. Given a set of multiple-choice items on the generalized model of adult basic education in corrections, the participant will be able to answer correctly 80% of the items.

7. Given a flowchart model, the participant will be able to demonstrate skill in reading the model by selecting from a set of written specifications those items which the model describes, with 90% accuracy.

8. Given a blank budget worksheet and system specifications, the participant will be able to demonstrate skill in preparing budget worksheets by filling in the worksheet form, with 90% accuracy.

9. Given information about the participants selected for the 1971 Regional Seminars in Adult Basic Education in Corrections, an outline of the tentative program, statement of regional training program goals and information about constraints and resources affecting the program, the participant, working as a Task Group Member, will be able to develop a project model for assigned areas of seminar content, including project objectives; methods, materials, techniques of instruction; time schedule of procedures; and plan for evaluation.

10. Given information about the participants selected for the 1971 Regional Seminars in Adult Basic Education in Corrections and a Task Group project model, the participant working as a Task Group Member, will be able to develop materials of instruction and will be able to implement the Project Model in a micro-lesson using Advanced Training Seminar participants as trainees.

D. Program Content

1. Rationale for instructing adult learners in short-term training situations

   a. Materials, methods, techniques and technology for instructing adult learners in short-term training session

   b. Development of project models for instructing adults in short-term training sessions

2. Rationale for designing delivery systems for management of adult basic education in corrections

   a. Concepts and principles of educational management

   b. Relation of generalized models to delivery systems

   c. Design of delivery systems for specific settings

3. Theory and practice in design of delivery systems of adult basic education in corrections

E. Program Procedures and Materials

1. The seminar procedures will include lecture, discussion, task group activities, and micro-lesson presentations.

2. Materials will include books, journals, filmstrips, slide-tapes, and audio-tapes.

F. Program Schedule

Day 1. Seminar Overview
Pre-assessment
Rationale for instructing adult learners in short-term situation

Day 2. Rationale for designing delivery systems for management of adult basic education in corrections

Day 3. Micro-lessons. Conceptualization of the adult basic education in corrections system and assessment of needs

Conceptualizing the total system
Defining the correctional education element
Establishing a philosophy
Assessing adult basic education system needs

Day 3. Micro-lessons. Developing goals and objectives

Goals for adult basic education in corrections
Preparation of behavioral objectives

Day 3. Micro-lessons. Systematic selection, organization and utilization of information

Learner variables
Societal and cultural variables
Learning process variables

Day 4. Micro-lessons. Implementation of model in corrections

Planning learning experiences: instruction and instructional materials, media, and techniques
Planning environments for adult basic education: scope, sequence, staffing, scheduling, and physical layout

Day 4. Micro-lessons. Measurement and evaluation of adult basic education in corrections

Techniques of measurement
Procedures and uses of internal and external evaluation

Day 5. Self-evaluation of micro-lessons

Post-assessment
Preview of Regional Seminar Program Model: Plans and strategies

G. Program Requirements

1. Attend all sessions, including evening meetings, November 11 to 16, 1970
2. Implement assigned program responsibilities
3. Read all assigned references
4. Contribute to Task Group activities
5. Assist in conducting micro-lessons in assigned instructional areas
6. Interact with staff and consultants

II. Participants

A. Roster

B. Instructional assignments for 1971 Seminars

Instructional Teams

Dates (1971)***	Site	Instructors*	Instructional Assignment**
1/4 - 14	Lincoln, Nebraska	Moreno*	2, 6
		Lyles	4, 5
		Henrickson	1, 3
1/16 - 26	Boulder, Colorado	Jacobs	1, 4
		Kennedy*	2, 6
		Streed	1, 3
		Enyart	2, 4
2/2 - 2/12	Athens, Georgia	Keesler*	4, 5
		Imboden	3, 6
		Langdon	1, 2
2/13 - 2/23	Austin, Texas	Decker	1, 2
		Maddox	4, 5
		Keeney*	3, 6
2/24 - 3/6	Notre Dame, Indiana	Williams	1, 3
		Fisher	5, 6
		Hinders*	2, 4
3/8 - 18	Norman, Oklahoma	Gunnell	2, 5
		Sessions*	1, 6
		Dickens	3, 4
3/18 - 28	St. Paul, Minnesota	Angert	1, 4
		Hatrak*	2, 3
		Maddox	6, 5
3/29 - 4/8	New York, New York	Erickson	1, 3
		Clark*	2, 4
		Strong	5, 6
		Cassell	5, 6
4/13 - 23	Portland, Oregon	DuBose	1, 3
		Oresic	2, 6
		Huff*	4, 5
		Gilbert	5, 3

*Instructional Team Leader
**Assignment Areas
1 - Philosophy
2 - Goals and Objectives
3 - Information
4 - Plans
5 - Experiences
6 - Measurement/Evaluation
***Dates - Opening Registration Banquet, 2:00 P.M. to Closing-Luncheon (Noon)

III. Evaluation

A. Immediate evaluation will be made through objective test, instructor report and observer reports. Pre- and post-test data will be gathered to determine extent to which changes in behaviors of participants relating to program objectives have occurred.

B. Long-term evaluation will be made by follow-up after 1971 Regional Seminars to determine effectiveness of participants in implementing their teaching assignments in the Regional Seminar Program.

APPENDIX B-1

ADVANCED TRAINING SEMINAR

Participant Roster

1. Mr. Joseph P. Angert
Educational Director
State Correctional Institution
Pittsburgh, Pennsylvania 15233

2. Mr. Richard E. Cassell
Assistant Supervisor of Education
Federal Youth Center
Ashland, Kentucky 41101

3. Mr. Dale W. Clark
Supervisor of Education
Federal Youth Center
Englewood, Colorado 80110

4. Mr. William D. Decker
Reading Specialist
Medical Center for Federal Prisoners
Springfield, Missouri 65802

5. Mr. Fred A. Dickens
Teacher
Federal Penitentiary
Marion, Illinois 62959

6. Mr. James H. DuBose
Superintendent of Education
State Department of Corrections
Columbia, South Carolina 29202

7. Mr. Lex Enyart
Supervisor of Education
Federal Correctional Institution
Milan, Michigan 48160

8. Mr. Robert A. Erickson
Director of Education
Minnesota State Prison
Stillwater, Minnesota 55082

9. Mr. Nathaniel A. Fisher
Assistant Supervisor of Education
Federal Reformatory
Petersburg, Virginia 23803

10. Mr. Henry E. Gilbert, Jr.
Supervisor of Education
Federal Correctional Institution
Tallahassee, Florida 32303

11. Mr. Robert A. Gunnell
Assistant Supervisor of Education
Federal Penitentiary
Lewisburg, Pennsylvania 17837

12. Mr. Robert S. Hatrak
Supervisor of Educational Programs
New Jersey State Prison
Trenton, New Jersey 08625

13. Mr. Glen L. Henrickson
Supervisor of Education
Federal Penitentiary
Steilacoom, Washington 98388

14. Mr. Dean Hinders
Director of Education
South Dakota State Penitentiary
Sioux Falls, South Dakota 57101

15. Mr. Charles H. Huff
Supervisor of Education
Federal Correctional Institution
Sandstone, Minnesota 55072

16. Mr. E. L. Imboden
Director of Education
State Department of Corrections
Granite, Oklahoma 73547

17. Mr. Calvin O. Jacobs
Resource Center Coordinator
Federal Reformatory
Petersburg, Virginia 23803

18. Mr. J. C. Verl Keeney
Director, Rehabilitation Programs
Oregon State Penitentiary
Salem, Oregon 97310

19. Dr. Earl R. Keesler
Coordinator of Correctional
Continuing Education
State Education Department
Hastings-on-Hudson, New York 10706

20. Mr. William F. Kennedy
Education Coordinator
Oregon Corrections Division
Salem, Oregon 97310

21. Mr. Norman P. Langdon
Assistant Supervisor of Education
Federal Correctional Institution
Seagoville, Texas 75159

22. Mr. Richard B. Lyles
Employment and Training
Program Specialist
U. S. Bureau of Prisons
Washington, D. C. 20537

23. Mr. William C. Maddox
Supervisor of Education
Federal Penitentiary
Atlanta, Georgia 30315

24. Mr. Samuel Moreno
Assistant Director of Education
State Department of Correction
Albany, New York 12225

25. Mr. Carl F. Nickel
Institutional Instructor
Adult Conservation Camp
Palmer, Alaska

26. Mr. Joseph Oresic
Supervisor of Educational
Programs
Youth Correctional Institution
Bordentown, New Jersey 08505

27. Mr. Arnold R. Sessions
Instructor
Institute of Community Service
Seattle, Central Community College
Seattle, Washington 98144

28. Mr. James L. Streed
Vocational Coordinator
Federal Penitentiary
Marion, Illinois 62959

29. Mr. William C. Strong
Occupational Research and
Development Coordinator
Federal Correctional Institution
Milan, Michigan 48160

30. Mr. Nelson G. Williams
Institutional Instructor
S.E. Regional Correctional
Institution
Juneau, Alaska 99801

APPENDIX B-2

ADVANCED TRAINING SEMINAR

Description of Participants

PARTICIPANT CHARACTERISTIC			
SEX		NUMBER OF PARTICIPANTS	TOTAL
Male		30	
Female		0	
			30
AGE			
25-29		2	
30-34		3	
35-39		5	
40-44		7	
45-49		8	
50-54		3	
55-59		1	
60-64		1	
Median Age	42.3		30
EDUCATION			
Less than B. A.		2	
B. A.		10	
M. A.		17	
Ph. D.		1	
			30

APPENDIX B-2

ADVANCED TRAINING SEMINAR

Description of Participant Employment

JOB CLASSIFICATION	NUMBER OF PARTICIPANTS
Administrator/ Supervisor	24
Counselor	0
Teacher	6
Total	30

APPENDIX B-3

ADVANCED TRAINING SEMINAR

Geographic Representation of Participants

REGION	STATE	NUMBER OF PARTICIPANTS	TOTAL
II	New Jersey	2	4
	New York	2	
III	District of Columbia	1	5
	Pennsylvania	2	
	Virginia	2	
IV	Florida	1	4
	Georgia	1	
	Kentucky	1	
	South Carolina	1	
V	Illinois	2	6
	Michigan	2	
	Minnesota	2	
VI	Oklahoma	1	2
	Texas	1	
VII	Missouri	1	1
VIII	Colorado	1	2
	South Dakota	1	
X	Alaska	2	6
	Oregon	2	
	Washington	2	
	Total	30	30

APPENDIX C

ADVANCED TRAINING SEMINAR

Program Personnel

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, and Program Director, Adult Basic Education in Corrections Program

Mr. James W. Lawrence, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director

Mrs. Alice M. Beechert, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director

Mr. L. Paul Anderson, Research Assistant, Education Research and Development Center, University of Hawaii, and Program Assistant

Mr. David J. Lam, Research Assistant, Education Research and Development Center, University of Hawaii, and Program Assistant

Mr. Vernon E. Burgener, Assistant Vice President, Educational Planning Associates, Inc., and Coordinator for National Advanced Training Seminar

Mrs. Karen Maeda, Secretary to Program Director, Education Research and Development Center, University of Hawaii

Miss Evelyn Hashimoto, Clerical Assistant, Education Research and Development Center, University of Hawaii

Mrs. Harriet Lai, Clerical Assistant, Education Research and Development Center, University of Hawaii

Mr. Walter Kinoshita, Clerical Assistant, Education Research and Development Center, University of Hawaii

Resource Personnel

Dr. Sol Chaneles, President, Urban Resources, Inc., 1860 Broadway, New York, New York

Dr. Leonard C. Silvern, President, Education and Training Consultants Company, 12121 Wilshire Boulevard, Los Angeles, California

Mr. J. Clark Esarey, Director, Adult Basic Education, Office of the Superintendent of Public Instruction, Springfield, Illinois

Mrs. Sylvia G. McCollum, Education Research Specialist, U. S. Bureau of Prisons, Washington, D. C.

APPENDIX D

ADVANCED TRAINING SEMINAR

Required Reading List

1. Ryan, T. A. A Model of Adult Basic Education in Corrections. Mimeo Honolulu: Education Research and Development Center, University of Hawaii, 1970.

2. Ryan, T. A. (Ed.) Collection of papers prepared for 1970 National Seminars, Adult Basic Education in Corrections. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

3. Ryan, T. A. Educational management by systems techniques in corrections. Mimeo. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

4. Ryan, T. A. (Ed.) Model of adult basic education in corrections: Experimental edition. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

5. Ryan, T. A. Systems techniques for programs of counseling and counselor education. Educational Technology, 1969, 9, 7-17.

6. Ryan, T. A. and Silvern, L. C. (Eds.) Goals of adult basic education in corrections. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

7. Silvern, L. C. Logos: A system language for flowchart modeling. Educational Technology, 1969, 9, 18-23.

8. Silvern, L. C. Systems engineering of education I: The evolution of systems thinking in education. Los Angeles: Education and Training Consultants Co., 1968.

9. Silvern, L. C. Systems engineering of education IV: Systems analysis and synthesis applied quantitatively to create an instructional system. Los Angeles: Education and Training Consultants Co., 1965, 1969.

10. Carpenter, W. L. 24 group methods and techniques in adult education. Washington, D. C.: Educational Systems Corp., 1969.

11. Center for the Study of Crime, Delinquency, and Corrections. Training for corrections: Rationale and techniques. Carbondale, Illinois: Southern Illinois University, n.d.

APPENDIX E

ADVANCED TRAINING SEMINAR

Task Groups

GROUP A

Mr. Joseph P. Angert
State Correctional Institution
Pittsburgh, Pennsylvania

Mr. William D. Decker (Co-Chairman)
Medical Center for Federal Prisoners
Springfield, Missouri

Mr. James H. DuBose
State Department of Corrections
Columbia, South Carolina

Mr. Robert A. Erickson
Minnesota State Prison
Stillwater, Minnesota

Mr. Glen L. Henrickson
Federal Penitentiary
Steilacoom, Washington

Mr. Calvin O. Jacobs
Federal Reformatory
Petersburg, Virginia

Mr. Norman P. Langdon
Federal Correctional Institution
Seagoville, Texas

Mr. Arnold R. Sessions (Chairman)
Seattle Central Community College
Seattle, Washington

Mr. James L. Streed
Federal Penitentiary
Marion, Illinois

Mr. Nelson G. Williams
S. E. Regional Correctional Institution
Juneau, Alaska

GROUP B

Mr. Dale W. Clark
Federal Youth Center
Englewood, Colorado

Mr. William D. Decker
Medical Center for Federal Prisoners
Springfield, Missouri

Mr. Lex Enyart
Federal Correctional Institution
Milan, Michigan

Mr. Robert A. Gunnell
Federal Penitentiary
Lewisburg, Pennsylvania

Mr. Robert S. Hatrak
New Jersey State Prison
Trenton, New Jersey

Mr. Dean Hinders (Chairman)
South Dakota State Penitentiary
Sioux Falls, South Dakota

Mr. William F. Kennedy
Oregon Corrections Division
Salem, Oregon

Mr. Norman P. Langdon
Federal Correctional Institution
Seagoville, Texas

Mr. Samuel Moreno
State Department of Correction
Albany, New York

Mr. Joseph Oresic (Co-Chairman)
New Jersey Reformatory
Bordentown, New Jersey

Task Groups - (Cont'd.)

GROUP C

Mr. Fred A. Dickens
Federal Penitentiary
Marion, Illinois

Mr. James H. DuBose
State Department of Corrections
Columbia, South Carolina

Mr. Robert A. Erickson (Co-Chairman)
Minnesota State Prison
Stillwater, Minnesota

Mr. Nathaniel A. Fisher
Federal Reformatory
Petersburg, Virginia

Mr. Glen L. Henrickson
Federal Penitentiary
Steilacoom, Washington

Mr. E. L. Imboden
Oklahoma State Reformatory
Granite, Oklahoma

Mr. J. C. Verl Keeney (Chairman)
Oregon State Penitentiary
Salem, Oregon

Mr. Carl F. Nickel
Adult Conservation Camp
Palmer, Alaska

Mr. James L. Streed
Federal Penitentiary
Marion, Illinois

Mr. Nelson G. Williams
S. E. Regional Correctional Institution
Juneau, Alaska

GROUP D

Mr. Joseph P. Angert
State Correctional Institution
Pittsburgh, Pennsylvania

Mr. Dale W. Clark (Chairman)
Federal Youth Center
Englewood, Colorado

Mr. Fred A. Dickens
Federal Penitentiary
Marion, Illinois

Mr. Dean Hinders
South Dakota State Penitentiary
Sioux Falls, South Dakota

Mr. Charles H. Huff (Co-Chairman)
Federal Correctional Institution
Sandstone, Minnesota

Mr. Calvin O. Jacobs
Federal Reformatory
Petesburg, Virginia

Dr. Earl R. Keesler
State Education Department
Hastings-on-Hudson, New York

Mr. William C. Maddox
Federal Penitentiary
Atlanta, Georgia

Task Groups - (Cont'd.)

GROUP E

Mr. Richard E. Cassell (Co-Chairman)
Federal Youth Center
Ashland, Kentucky

Mr. Nathaniel A. Fisher
Federal Reformatory
Petersburg, Virginia

Mr. Henry E. Gilbert, Jr.
Federal Correctional Institution
Tallahassee, Florida

Mr. Robert A. Gunnell
Federal Penitentiary
Lewisburg, Pennsylvania

Mr. Charles H. Huff
Federal Correctional Institution
Sandstone, Minnesota

Dr. Earl R. Keesler (Chairman)
State Education Department
Hastings-on-Hudson, New York

Mr. Richard B. Lyles
U. S. Bureau of Prisons
Washington, D. C.

Mr. William C. Maddox
Federal Penitentiary
Atlanta, Georgia

Mr. Carl F. Nickel
Adult Conservation Camp
Palmer, Alaska

Mr. William C. Strong
Federal Correctional Institution
Milan, Michigan

GROUP F

Mr. Richard E. Cassell
Federal Youth Center
Ashland, Kentucky

Mr. Henry E. Gilbert, Jr.
Federal Correctional Institution
Tallahassee, Florida

Mr. Robert S. Hatrak (Chairman)
New Jersey State Prison
Trenton, New Jersey

Mr. E. L. Imboden (Co-Chairman)
Oklahoma State Reformatory
Granite, Oklahoma

Mr. J. C. Verl Keeney
Oregon State Penitentiary
Salem, Oregon

Mr. William F. Kennedy
Oregon Corrections Division
Salem, Oregon

Mr. Samuel Moreno
State Department of Correction
Albany, New York

Mr. Joseph Oresic
New Jersey Reformatory
Bordentown, New Jersey

Mr. Arnold R. Sessions
Seattle Central Community College
Seattle, Washington

Mr. William C. Strong
Federal Correctional Institution
Milan, Michigan

APPENDIX F-1

ADVANCED TRAINING SEMINAR

Comparison of Group Profiles by Mean Scores
for Pre- and Posttest over Knowledge and Skills

		PRETEST		POSTTEST		
TEST ELEMENT	N	MEAN	SD	MEAN	SD	$\bar{X}$ GAIN
Knowledge	30	23.43	6.44	30.47	4.01	7.04
Skills	30	29.83	6.58	35.67	6.42	5.84

APPENDIX F-2

ADVANCED TRAINING SEMINAR

Comparison of Group Profiles by Mean Scores
on Pre- and Posttest Measures of Feelings Attributed to
Adult Basic Education in Corrections Concepts

ATTRIBUTE	N	PRETEST	POSTTEST	$\bar{X}$ GAIN
Pleasure	30	3.31	3.43	0.11
Value	30	3.66	3.73	0.07

Scale = 1.0 to 4.0.
1.0 = Not at all
4.0 = Very much

APPENDIX G-1

ADVANCED TRAINING SEMINAR

Mean Ratings of Training Program Activities

ACTIVITY	RATING
Participating in discussion groups	3.63
Participating in task groups	3.60
Dialogue with staff	3.53
Participating in general discussion	3.50
Listening to staff presentations	3.50
Informal discussions	3.43
Participating in reaction panels	3.37
Reading assigned references	3.37
Listening and/or watching AV presentations	3.31
Reading supplementary references	3.21
Listening to resource persons	3.10
Listening, closing luncheon session	3.09
Socializing, opening session	3.07
Dialogue with resource people	3.07
Participating in field trip or demonstration	2.89
Listening, banquet session	2.83

APPENDIX G-2

ADVANCED TRAINING SEMINAR

Mean Ratings of Instructional Materials

INSTRUCTIONAL ITEM	$\bar{X}$ RATING
Ryan, T. A. A Model of Adult Basic Education in Corrections.	3.83
Ryan, T. A. (Ed.) Model of adult basic education in corrections: Experimental edition.	3.79
Ryan, T. A. Educational management by systems techniques in corrections.	3.61
Ryan, T. A. (Ed.) Collection of papers prepared for 1970 National Seminars, Adult Basic Education in Corrections.	3.50
Carpenter, W. L. 24 group methods and techniques in adult education.	3.35
Ryan, T. A. and Silvern, L. C. (Eds.) Goals of adult basic education in corrections.	3.21
Center for the Study of Crime, Delinquency, and Corrections. Training for corrections: Rationale and techniques.	3.19
Ryan, T. A. Systems techniques for programs of counseling and counselor education. Educational Technology.	3.18
Silvern, L. C. Systems engineering of education IV: Systems analysis and synthesis applied quantitatively to create an instructional system.	3.11
Silvern, L. C. Logos: A systems language for flowchart modeling. Educational Technology.	3.07
Silvern, L. C. Systems engineering of education I: The evolution of systems thinking in education.	3.07

APPENDIX G-3

ADVANCED TRAINING SEMINAR

Participant Evaluation of Program Organization

MANAGEMENT COMPONENT	DESCRIPTION	FREQUENCY OF RESPONSE: DISAGREE	AGREE	NO RESPONSE
Program Information	Pre-seminar information was adequate for my use in making preparation to attend.	3	27	0
	Pre-seminar information accurately described the program.	3	27	0
Conference Facilities and Service	The location for the seminar was satisfactory.	2	28	0
	Arrangements for meals and living accommodations were satisfactory.	0	30	0
	Physical arrangements for the work sessions were satisfactory (meeting rooms, equipment, lighting).	4	26	0
Staff Qualifications	Qualifications and competencies of resource personnel were satisfactory.	2	28	0
Time Allocation and Utilization	The balance between formal and informal activities was satisfactory.	4	25	1
	There was sufficient time for group activities.	18	11	1
	There was sufficient time for meeting informally with other participants.	16	14	0
	There was sufficient time for meeting with staff.	11	19	0

MANAGEMENT COMPONENT	DESCRIPTION	FREQUENCY OF RESPONSE: DISAGREE	AGREE	NO RESPONSE
Time Allocation and Utilization	The length of the seminar was satisfactory (10 days).	11	19	0
	The daily time schedule was satisfactory.	5	24	1
Program	The seminar met my expectations.	2	27	1
	I would like to participate in another conference or seminar sponsored by Education Research and Development Center of the University of Hawaii.	1	29	0

APPENDIX G-4

ADVANCED TRAINING SEMINAR

Participant Evaluation of Program Effectiveness

PROGRAM ELEMENT	RATING*
Increase of knowledge	3.10
Generation of information	3.07
Satisfaction with seminar product	2.93
Accomplishment of seminar purpose	2.87

N = 30

*Rating Scale = 1.00 (low) to 4.00 (high)

1971 REGIONAL TRAINING SEMINARS

APPENDICES

APPENDIX H-1

1971 REGIONAL TRAINING SEMINARS

Participant Roster

NO.	PARTICIPANT	SEMINAR
1	Mr. Ralph L. Aaron Superintendent of Industries Federal Prison Industries, Inc. Milan, Michigan 48160	Lincoln
2	Mr. Floyd E. Arnold Chief Correctional Supervisor Medical Center for Federal Prisoners Springfield, Missouri 65802	Lincoln
3	Mr. Alan K. Atwood Chief, Classification and Parole Federal Youth Center Ashland, Kentucky 41101	Lincoln
4	Mr. Albert V. Babek Associate Warden Oklahoma State Reformatory Granite, Oklahoma 73547	Norman
5	Mr. Bruce E. Baker Vocational Instructor Federal Correctional Institution Milan, Michigan 48160	Notre Dame
6	Mr. Eskle Baker Director of Education Tennessee State Penitentiary Nashville, Tennessee 37203	Austin
7	Mr. William N. Barber Senior Caseworker Federal Penitentiary Terre Haute, Indiana 47808	Notre Dame
8	Mr. James F. Barringer Acting Education Administrator Florida Division of Corrections Tallahassee, Florida 32304	Athens
9	Mrs. Barbara L. Bashore Assistant Superintendent Women's Reformatory York, Nebraska 68467	Lincoln

NO.	PARTICIPANT	SEMINAR
10	Mr. Neil H. Battle Instructional Supervisor Georgia State Board of Correction Atlanta, Georgia 30518	Athens
11	Mr. Terence E. Bergin Superintendent of Education Joliet-Stateville Penitentiary Joliet, Illinois 60434	Notre Dame
12	Mr. Obert G. Berke Educational Director North Dakota State Penitentiary Bismark, North Dakota 58501	Boulder
13	Mr. Dudley Blevins, Jr. Education Specialist Federal Youth Center Ashland, Kentucky 41101	Lincoln
14	Mr. James K. Boen Chief, Classification & Parole Federal Penitentiary Atlanta, Georgia 30315	Athens
15	Mr. George B. Boeringa Program Specialist University of Hawaii Community College System (MDTA) Honolulu, Hawaii 96814	Portland
16	Mr. Lawrence F. Borek Principal New Jersey Reformatory for Males Bordentown, New Jersey 08505	New York
17	Mr. James A. Breitag Counseling and Recreation Director South Dakota State Penitentiary Sioux Falls, South Dakota 57101	Boulder
18	Mr. Jack E. Brent Special Assistant to the Director Federal Youth Center Englewood, Colorado 80110	Boulder
19	Mr. James E. Carroll Correctional Supervisor Federal Youth Center Ashland, Kentucky 41101	Lincoln

NO.	PARTICIPANT	SEMINAR
20	Mr. James H. Carter Principal Arkansas Training School for Boys Wrightsville, Arkansas 72183	Norman
21	Mr. John H. Cavender Supervisor, Counselor - Institution Teacher Oregon State Penitentiary Salem, Oregon 97310	Portland
22	Mr. Theodore G. Cleavinger Supervisor of Education U. S. Penitentiary Terre Haute, Indiana 47808	Notre Dame
23	Mr. John B. Clendening Chief, Classification and Parole Federal Correctional Institution Anthony, New Mexico-Texas 88021	Norman
24	Mr. Jack D. Cornett Correctional Supervisor Federal Penitentiary Lewisburg, Pennsylvania 17837	Athens
25	Mr. Wesley A. Cox Supervisor of Education Federal Reformatory El Reno, Oklahoma 73036	Austin
26	Mr. Don A. Davis Correctional Superintendent Adult Conservation Camp Palmer, Alaska 99645	Portland
27	Mr. Douglas W. Davis Correctional Treatment Specialist Federal Penitentiary Terre Haute, Indiana 47808	St. Paul
28	Mr. John R. Davis Assistant Supervisor of Education Federal Correctional Institution Milan, Michigan 48160	Notre Dame
29	Mrs. Dorothy B. Daye Special Education Unit Supervisor North Carolina Correctional Center for Women Raleigh, North Carolina 27602	Athens

NO.	PARTICIPANT	SEMINAR
30	Mr. Benjamin Deloach Counselor Arkansas Training School for Boys Wrightsville, Arkansas 72183	Norman
31	Mr. Harold E. DeVore Assistant Supervisor of Education Federal Youth Center Englewood, Colorado 80110	Boulder
32	Mr. Les Dingess Supervisor of Education Federal Correctional Institution Anthony, New Mexico-Texas 88021	Norman
33	Mr. Stephen M. Domovich Supervisor of Educational Programs I New Jersey Reformatory Annandale, New Jersey 08801	New York
34	Mr. Lee D. Donigan Assistant Commissioner, Manufacturing Federal Prison Industries, Inc. Washington, D. C. 20537	Austin
35	Mr. Donald N. Eades Education-Vocation Director Iowa Women's Reformatory Rockwell City, Iowa 50579	Lincoln
36	Mr. William M. Egbert Director of Education Kentucky State Penitentiary Eddyville, Kentucky 42038	Notre Dame
37	Mr. Robert I. Elsea Supervisor of Education Federal Youth Center Ashland, Kentucky 41101	Notre Dame
38	Mr. Fred L. Farmer, Jr. Education Consultant, Project Coordinator Kansas Penal System Lansing, Kansas 66043	Boulder
39	Mr. Ellis L. Fawcett Assistant Superintendent Canal Zone Division of Schools Balboa Heights, Canal Zone	New York

NO.	PARTICIPANT	SEMINAR
40	Mr. Gene R. Freeman Chief, Classification and Parole Federal Correctional Institution Milan, Michigan 48160	Lincoln
41	Mr. James J. Gioletti Educator Illinois State Penitentiary Pontiac, Illinois 61764	Notre Dame
42	Mr. Mario Giugnino Correctional Supervisor Federal Correctional Institution Lompoc, California 93436	Portland
43	Mr. Bruce Grant Associate Warden Federal Reformatory Petersburg, Virginia 23804	Athens
44	Mr. William E. Greenlee Assistant Superintendent of Industries Federal Prison Industries, Inc. Federal Penitentiary Lewisburg, Pennsylvania 17837	Athens
45	Mr. John W. Griffin Associate Warden of Treatment Colorado State Penitentiary Canon City, Colorado 81212	Boulder
46	Mr. John P. Gruccio Supervisor of Education Leesburg State Prison Leesburg, New Jersey 08327	New York
47	Mr. R. Louis Harden Director of Training Georgia State Prison Reidsville, Georgia 30453	Athens
48	Mr. Keith W. Hayball Superintendent of Education and Training California State Prison San Quentin, California 94964	Portland
49	Mr. Eugene E. Hilfiker Supervisor, Vocational Training Oregon State Correctional Institute Salem, Oregon 97310	Portland

NO.	PARTICIPANT	SEMINAR
50	Dr. Marjorie J. Hill Research Analyst State Division of Corrections Juneau, Alaska 99801	Portland
51	Mr. Clifford E. Hoff Deputy Warden South Dakota State Penitentiary Sioux Falls, South Dakota 57101	Boulder
52	Mr. Hal R. Hopkins Superintendent of Industries Federal Correctional Institution Texarkana, Texas 75501	Norman
53	Mr. Lyle R. Howell Personnel Officer Federal Correctional Institution Milan, Michigan 48160	Notre Dame
54	Mrs. Margarita R. Huantes Executive Director San Antonio Literacy Council, Inc. San Antonio, Texas 78205	Austin
55	Mr. Samuel M. Hull Chief, Classification and Parole Federal Reformatory El Reno, Oklahoma 73036	Norman
56	Mr. John W. Jaksha Director of Education and Training Montana State Prison Deer Lodge, Montana 59722	Boulder
57	Mr. Billie W. Johnson Education Coordinator and Recreation Director Louisiana Correctional and Industrial School DeQuincy, Louisiana 70633	Athens
58	Mr. James R. Johnson Chief, Classification and Parole Federal Correctional Institution Sandstone, Minnesota 55072	St. Paul
59	Mr. William E. Key Chief, Classification and Parole Federal Correctional Institution Danbury, Connecticut 06813	New York

NO.	PARTICIPANT	SEMINAR
60	Mr. Anthony F. King Education Programs Specialist Division of Correction Baltimore, Maryland 21202	New York
61	Mr. Norman E. Kukuk Director of Education State House of Correction and Branch Prison Marquette, Michigan 49855	St. Paul
62	Dr. James R. LaForest Associate Professor & Coordinator Adult and Adult Basic Education West Georgia College Carrollton, Georgia 30117	Athens
63	Mr. Wilburt K. Laubach Principal, Director of Education State Prison of Southern Michigan Jackson, Michigan 49201	St. Paul
64	Mr. Gordon T. Leavy Assistant Director of Education State Department of Correction Albany, New York 12225	New York
65	Mrs. Elizabeth M. Lebherz Director of Education State Department of Correctional Services Baltimore, Maryland 21202	New York
66	Mr. Newton E. Lewis Supervisor of Education Federal Reformatory Petersburg, Virginia 23804	St. Paul
67	Mr. James W. Lyon Head Teacher Frenchburg Correctional Facility Frenchburg, Kentucky 40322	Notre Dame
68	Mr. Richard A. Mack Academic Teacher Nevada State Prison Carson City, Nevada 89701	Lincoln
69	Mr. Paul D. Malcomb Vocational Training Coordinator Federal Reformatory Petersburg, Virginia 23804	St. Paul

NO.	PARTICIPANT	SEMINAR
70	Mr. Alfons F. Maresh Educational Coordinator State Department of Corrections St. Paul, Minnesota 55101	St. Paul
71	Mr. Carson W. Markley Supervisor of Education Federal Correctional Institution Danbury, Connecticut 06813	New York
72	Mr. Boyd R. Marsing Supervisor of Education Nevada State Prison Carson City, Nevada 89701	Lincoln
73	Mr. Tommy C. Martin Business Manager Federal Youth Center Ashland, Kentucky 41101	Notre Dame
74	Mr. Kent W. Mason Assistant Superintendent Treatment Programs Maryland Correctional Institution Hagerstown, Maryland 21740	New York
75	Mr. Joseph C. Mazurek Program Director Albany County Jail and Penitentiary Albany, New York 12211	New York
76	Mr. Albert J. Menendez Research Associate State Board of Corrections Atlanta, Georgia 30334	Athens
77	Mr. William D. Messersmith Community Programs Coordinator U. S. Bureau of Prisons Washington, D. C. 20537	Lincoln
78	Mr. William J. Meusch Related Trades Instructor Federal Correctional Institution Tallahassee, Florida 32304	Austin
79	Mr. Harold G. Miller Correctional Supervisor Federal Penitentiary Terre Haute, Indiana 47808	St. Paul

NO.	PARTICIPANT	SEMINAR
80	Mr. Ned E. Miller Associate Warden Federal Correctional Institution Milan, Michigan 48160	Lincoln
81	Mr. William V. Milliken Associate Warden, Treatment Minnesota State Prison Stillwater, Minnesota 55082	St. Paul
82	Mr. James O. Mobley Teacher (Education Specialist) Federal Correctional Institution Tallahassee, Florida 32304	Athens
83	Mr. Stanley I. Mopsik Specialist - Special Education Institutions Maryland State Department of Education Baltimore, Maryland 21210	New York
84	Mr. Keith A. Morrow Director of Education and Inmate Training Louisiana State Penitentiary Angola, Louisiana 70712	Athens
85	Miss Eleanor B. Mullaley Director of Education New Hampshire State Prison Concord, New Hampshire 03301	New York
86	Mr. Kenneth A. McDannell Associate Director Federal Youth Center Englewood, Colorado 80110	Boulder
87	Mr. John K. McDorman Assistant Division Director Rehabilitative Services Georgia State Board of Corrections Atlanta, Georgia 30324	Athens
88	Mr. Tom L. McFerren Teacher Federal Penitentiary Terre Haute, Indiana 47808	Notre Dam
89	Mr. Rex F. McMullan Assistant Supervisor of Education Federal Penitentiary Atlanta, Georgia 30315	Athens

NO.	PARTICIPANT	SEMINAR
90	Mr. Kenneth D. McMurray Teacher Federal Penitentiary Marion, Illinois 62959	Notre Dame
91	Mr. John W. Nipper Supervisor of Education State Department of Corrections Baton Rouge, Louisiana 70804	Athens
92	Mr. Patrick E. O'Reilly Adult Education Coordinator Oklahoma State Penitentiary McAlester, Oklahoma 74501	Norman
93	Mr. James B. Orrell Teacher-In-Charge Basic Education Center Bayview Schools/Marin County Supt. of Schools San Quentin, California 94964	Portland
94	Mr. George H. Outlaw Director of Education Cassidy Lake Technical School Chelsea, Michigan 48118	St. Paul
95	Mr. William H. Pahrman Education Director Oregon State Correctional Institution Salem, Oregon 97310	Portland
96	Mr. Joseph S. Palmquist Assistant Supervisor of Education Federal Penitentiary Leavenworth, Kansas 66048	Boulder
97	Mr. David W. Petherbridge Instructor, Hoomana School Hawaii State Prison Honolulu, Hawaii 96819	Portland
98	Mr. Herbert E. Phillips Recreation Consultant Kansas Penal System Lansing, Kansas 66043	Boulder
99	Mr. Donald G. Porterfield Reading Specialist Federal Correctional Institution Tallahassee, Florida 32304	Austin

NO.	PARTICIPANT	SEMINAR
100	Mr. Louis C. Powell Principal Polk Youth Center Raleigh, North Carolina 27607	Athens
101	Mr. David B. Ramsey Assistant Superintendent of Industries Federal Reformatory El Reno, Oklahoma 73036	Austin
102	Mr. Francis C. Ranger Associate Warden Federal Reformatory for Women Alderson, West Virginia 24919	Notre Dame
103	Mr. Donald C. Rasmussen Assistant Superintendent of Industries Federal Correctional Institution Terminal Island San Pedro, California 90731	St. Paul
104	Mr. Arthur M. Reynolds Director of Education and Special Services State Department of Corrections Frankfort, Kentucky 40601	Notre Dame
105	Mr. James A. Rhodes Chief Correctional Supervisor Federal Correctional Institution Tallahassee, Florida 32304	Athens
106	Mr. Thurman D. Robbins Teacher Federal Reformatory El Reno, Oklahoma 73036	Norman
107	Mr. George H. Rodgers Assistant Business Manager Federal Correctional Institution Texarkana, Texas 75502	Austin
108	Mr. James T. Sammons Supervisor of Education Federal Penitentiary Marion, Illinois 62959	Notre Dame
109	Mr. Edgar N. Sampson Treatment Supervisor Colorado State Reformatory Buena Vista, Colorado 81211	Boulder

NO.	PARTICIPANT	SEMINAR
110	Mr. Joseph Santos, Jr. Assistant Supervisor of Education Federal Reformatory El Reno, Oklahoma 73036	Norman
111	Mr. Chester H. Schneider Vocational School Supervisor Michigan Training Unit Department of Corrections Ionia, Michigan 48846	St. Paul
112	Mr. Clifford E. Scott Associate Warden Federal Correctional Institution Anthony, New Mexico-Texas 88021	Norman
113	Mr. David A. Seyler Assistant Principal Federal Penitentiary Steilacoom, Washington 98388	Portland
114	Mr. David L. Shebses Instructor-Counselor New Jersey State Prison Trenton, New Jersey 08611	New York
115	Mr. Jimmie R. Shehi Personnel Officer Federal Youth Center Ashland, Kentucky 41101	Notre Dame
116	Mr. Duane E. Sheppard G.E.D. Supervisor State Reformatory for Men St. Cloud, Minnesota 56301	St. Paul
117	Mr. Donald G. Simmermacher Director of Education Penitentiary of New Mexico Santa Fe, New Mexico 97501	Boulder
118	Mr. John I. Slansky Academic Instructor Nevada State Prison Carson City, Nevada 89701	Lincoln
119	Mr. Archie C. Sloan, Jr. Farm Manager Federal Correctional Institution Texarkana, Texas 75501	Norman

NO.	PARTICIPANT	SEMINAR
120	Mr. Edgar T. Smith Chief, Classification and Parole Federal Correctional Institution Terminal Island San Pedro, California 90731	Norman
121	Mr. Glen B. Smith Supportive Related Trades Instructor Federal Penitentiary Terre Haute, Indiana 47808	St. Paul
122	Dr. Jacquelen L. Smith Principal of Education Federal Reformatory for Women Alderson, West Virginia 24910	Notre Dame
123	Mr. Edward G. Snow Assistant Superintendent Schools Oklahoma State Reformatory Granite, Oklahoma 73547	Norman
124	Mr. Herman S. Solem Principal South Dakota State Penitentiary Sioux Falls, South Dakota 57101	Notre Dame
125	Mr. Salvatore S. Spadaro Education Supervisor (General) Eastern New York Correctional Facility Napanoch, New York 12458	New York
126	Mr. Stanton H. Stringfellow Adult Basic Education Instructor and Supervisor Idaho State Penitentiary Boise, Idaho 83707	Portland
127	Mr. Edsel T. Taylor Principal MacDougall Youth Correction Center Ridgeville, South Carolina 29472	Athens
128	Mr. Larry F. Taylor Administrative Officer U. S. Bureau of Prisons Washington, D. C. 20537	Austin
129	Mr. Melvin E. Tennison Chief, Classification and Parole Federal Penitentiary McNeil Island, Washington 98388	St. Paul

NO.	PARTICIPANT	SEMINAR
130	Mr. Edward C. Thomas Warden MacDougall Youth Correction Center Ridgeville, South Carolina 29472	Athens
131	Mr. Frank A. Thomas Acting Director of Education Idaho State Penitentiary Boise, Idaho 83707	Portland
132	Mr. Robert F. Thompson Chief, Classification and Parole Federal Reformatory Petersburg, Virginia 23803	Athens
133	Mr. Joseph M. Van Parys Personnel Officer Federal Correctional Institution Texarkana, Texas 75501	Austin
134	Mr. Martin A. Vesel Assistant Supervisor of Education Federal Correctional Institution Sandstone, Minnesota 55072	St. Paul
135	Mr. Cloval W. Vestal Education Supervisor State Department of Correction Jefferson City, Missouri 65101	Lincoln
136	Mr. Paul A. Wageley Assistant Superintendent Treatment Programs Maryland Correctional Training Center Hagerstown, Maryland 21740	New York
137	Mr. Matthew Walsh Associate Warden Federal Reformatory El Reno, Oklahoma 73036	Austin
138	Mr. Charles L. Welker Education Supervisor II Missouri Training Center for Men Moberly, Missouri 65270	Lincoln
139	Mr. Jack L. Westover School Principal Michigan Reformatory Ionia, Michigan 48846	St. Paul

NO.	PARTICIPANT	SEMINAR
140	Mrs. Edith Whiting Director of Education Nebraska Penal and Correctional Complex Lincoln, Nebraska 68501	Lincoln
141	Mr. James A. Williams Educational Supervisor Missouri Department of Corrections Jefferson City, Missouri 65101	Lincoln
142	Mr. Richard J. Witkowski Case Management Coordinator Federal Penitentiary Leavenworth, Kansas 66048	Boulder
143	Mr. Wilbert A. Wycliff Supervisor of Education Federal Correctional Institution Texarkana, Texas 75502	Austin
144	Mr. Joseph Yankoskie Director of Classification and Treatment Montana State Prison Deer Lodge, Montana 59722	Boulder
145	Mr. Frank C. Zimmerman Head Teacher Tucker Intermediate Reformatory Tucker, Arkansas 72168	Norman

APPENDIX H-2

1971 REGIONAL TRAINING SEMINARS

Team and Individual Participation by Seminar

	TEAMS			PARTICIPANTS		
SEMINAR	Federal	State	Total	Federal	State	Total
Lincoln	3	4	7	8	9	17
Boulder	2	7	9	5	10	15
Athens	4	5	9	8	13	21
Austin	3	2	5	10	2	12
Notre Dame	5	3	8	13	6	19
Norman	4	2	6	9	6	15
St. Paul	5	3	8	9	8	17
New York	1	8	9	2	14	16
Portland	2	5	7	2	11	13
Total	29	39	68	66	79	145

APPENDIX H-3

1971 REGIONAL TRAINING SEMINARS

Sex, Age, and Education of Participants by Seminar

CHARACTERISTIC	SEMINAR GROUP									
	LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX	TOTAL
Sex										
Male	15	15	20	11	18	15	17	14	12	137
Female	2	0	1	1	1	0	0	2	1	8
Total	17	15	21	12	19	15	17	16	13	145
Age										
25-29	2	2	3	1	1	2	1	4	0	16
30-34	3	3	2	1	3	1	2	2	1	18
35-39	4	0	7	2	4	4	2	4	4	31
40-44	2	7	1	1	5	3	2	1	2	24
45-49	5	2	3	3	4	4	5	2	1	29
50-54	1	0	4	2	1	1	5	2	4	20
55-59	0	0	1	2	1	0	0	0	1	5
60-64	0	1	0	0	0	0	0	1	0	2
Total	17	15	21	12	19	15	17	16	13	145
Median Age	39.5	42.5	39.5	45.5	41.0	40.5	46.0	36.5	44.5	40.5
Education										
Less than B.A.	3	2	3	4	3	1	2	1	2	21
B.A.	3	6	11	6	7	8	2	6	4	53
M.A.	11	7	6	2	8	6	13	8	6	67
Ph. D.	0	0	1	0	1	0	0	1	1	4
Total	17	15	21	12	19	15	17	16	13	145

APPENDIX H-4

1971 REGIONAL TRAINING SEMINARS

Participant Employment Background by Seminar

PARTICIPANT EMPLOYMENT	SEMINAR GROUP									
	LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX	TOTAL
Job Classification										
Administrator/ Supervisor/ Coordinator	15	14	20	10	16	14	16	15	10	130
Counselor	0	1	0	0	0	1	0	1	1	4
Teacher	2	0	1	2	3	0	1	0	2	11
Total	17	15	21	12	19	15	17	16	13	145
Job Area										
Education	9	6	12	4	13	9	10	11	10	84
Treatment	2	6	4	1	1	3	4	3	1	25
Industries	1	0	2	2	1	1	2	0	0	9
Business	1	0	0	2	1	0	0	0	0	4
Personnel	0	0	0	1	2	0	0	0	0	3
Custody	3	2	2	1	1	1	1	0	0	11
Administration	1	1	1	1	0	1	0	2	2	9
Total	17	15	21	12	19	15	17	16	13	145

APPENDIX H-5

1971 REGIONAL TRAINING SEMINARS

Geographic Representation by USOE Region

GEOGRAPHIC REPRESENTATION	SEMINAR GROUP									
U.S. OFFICE OF EDUCATION REGION	LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX	TOTAL
I	0	0	0	0	0	0	0	3	0	3
II	0	0	0	0	0	0	0	8	0	8
III	1	0	4	2	2	0	2	5	0	16
IV	3	0	14	3	6	0	0	0	0	26
V	3	0	0	0	10	0	13	0	0	26
VI	0	1	3	7	0	14	0	0	0	25
VII	7	4	0	0	0	0	0	0	0	11
VIII	0	10	0	0	1	0	0	0	0	11
IX	3	0	0	0	0	1	1	0	5	10
X	0	0	0	0	0	0	1	0	8	9
Total	17	15	21	12	19	15	17	16	13	145

APPENDIX H-6

1971 REGIONAL TRAINING SEMINARS

Geographic Representation by State

STATE	SEMINAR GROUP									
	LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX	TOTAL
Alabama										0
Alaska									2	2
Arizona										0
Arkansas						3				3
California						1	1		3	5
Colorado		5								5
Connecticut								2		2
Delaware										0
Dist. of Columbia	1			2						3
Florida			3	2						5
Georgia			7							7
Hawaii									2	2
Idaho									2	2
Illinois					4					4
Indiana					3		3			6
Iowa	1									1
Kansas		4								4
Kentucky	3				6					9
Louisiana			3							3
Maine										0
Maryland								5		5
Massachusetts										0
Michigan	3				3		5			11
Minnesota							5			5
Missouri	4									4
Montana		2								2
Nebraska	2									2
Nevada	3									3
New Hampshire								1		1
New Jersey								4		4
New Mexico		1				3				4
New York								3		3
North Carolina			2							2
North Dakota		1								1
Ohio										0
Oklahoma				3		6				9
Oregon									3	3
Pennsylvania			2							2
Rhode Island										0
South Carolina			2							2
South Dakota		2			1					3
Tennessee				1						1
Texas				4		2				6
Utah										0
Vermont										0
Virginia			2				2			4
Washington							1		1	2
West Virginia					2					2
Wisconsin										0
Wyoming										0
Canal Zone								1		1
Total	17	15	21	12	19	15	17	16	13	145

Participating States = 41

APPENDIX I-1

1971 REGIONAL TRAINING SEMINARS

Staff

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, and Program Director, Adult Basic Education in Corrections

Dr. E. Dean Anderson, Director of University Relations, Portland State University, Portland, Oregon and Coordinator for Portland Seminar

Mr. Joseph P. Angert, Educational Director, State Correctional Institution, Pittsburgh, Pennsylvania, and Instructor, St. Paul Seminar

Mr. George G. Benner, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director

Mrs. Susan Bennett, Conference Secretary, Portland Seminar

Mr. Curt W. Brandhorst, Conference Coordinator, Department of Conferences, Nebraska Center for Continuing Education, Lincoln, Nebraska, and Coordinator for Lincoln Seminar

Mr. Richard E. Cassell, Assistant Supervisor of Education, Federal Youth Center, Ashland, Kentucky, and Instructor, New York Seminar

Mr. Lawrence N. Christiansen, Conference Coordinator, Bureau of Conferences and Institutes, University of Colorado, Boulder, Colorado, and Coordinator for Boulder Seminar

Mr. Dale W. Clark, Supervisor of Education, Federal Youth Center, Englewood, Colorado, and Instructor, New York Seminar

Mr. William D. Decker, Reading Specialist, Education Department, Medical Center for Federal Prisoners, Springfield, Missouri, and Instructor, Austin Seminar

Mr. Fed A. Dickens, Teacher, Federal Penitentiary, Marion, Illinois, and Instructor, Norman Seminar

Mr. James H. DuBose, Superintendent of Education, State Department of Corrections, Columbia, South Carolina, and Instructor, Portland Seminar

Mr. Lex Enyart, Supervisor of Education, Federal Correctional Institution, Milan, Michigan, and Instructor, Boulder Seminar

Mr. Robert A. Erickson, Director of Education, Minnesota State Prison, Stillwater, Minnesota, and Instructor, New York Seminar

Mr. Nathaniel A. Fisher, Assistant Supervisor of Education, Federal Reformatory, Petersburg, Virginia, and Instructor, Notre Dame Seminar

Mr. Frank Foss, Conference Coordinator, Center for Continuing Education, University of Notre Dame, Notre Dame, Indiana, and Coordinator for Notre Dame Seminar

Mr. Henry E. Gilbert, Jr., Supervisor of Education, Federal Correctional Institution, Tallahassee, Florida, and Instructor, Portland Seminar

Mr. Robert A. Gunnell, Assistant Supervisor of Education, Federal Penitentiary, Lewisburg, Pennsylvania, and Instructor, Norman Seminar

Miss Evelyn Hashimoto, Clerical Assistant, Education Research and Development Center, University of Hawaii

Mr. Robert S. Hatrak, Supervisor of Educational Programs, New Jersey State Prison, Trenton, New Jersey, and Instructor, St. Paul Seminar

Mr. Glen L. Henrickson, Supervisor of Education, Federal Penitentiary, McNeil Island, Steilacoom, Washington, and Instructor, Lincoln Seminar

Mr. Dean Hinders, Director of Education and Recreation, South Dakota State Penitentiary, Sioux Falls, South Dakota, and Instructor, Notre Dame Seminar

Mrs. Ellen Howard, Conference Secretary, Notre Dame Seminar

Mr. Charles H. Huff, Supervisor of Education, Federal Correctional Institution, Sandstone, Minnesota, and Instructor, Portland Seminar

Mr. E. L. Imboden, Director of Education, State Department of Corrections, Granite, Oklahoma, and Instructor, Athens Seminar

Mr. Calvin O. Jacobs, Administrative Assistant, Federal Reformatory, Petersburg, Virginia, and Instructor, Boulder Seminar

Miss Lois Keliikuloa, Research Associate, Education Research and Development Center, University of Hawaii

Dr. Earl R. Keesler, Coordinator of Correctional Continuing Education, State Education Department, New York, and Instructor, Athens Seminar

Mr. William F. Kennedy, Education Coordinator, Oregon Corrections Division, Salem, Oregon, and Instructor, Boulder Seminar

Mrs. Harriet Lai, Clerical Assistant, Education Research and Development Center, University of Hawaii

Mr. David J. Lam, Research Assistant, Education Research and Development Center, University of Hawaii, and Program Assistant

Mr. Norman P. Langdon, Assistant Supervisor of Education, Federal Correctional Institution, Seagoville, Texas, and Instructor, Athens Seminar

Dr. Leonard M. Logan III, Director of Comprehensive Programs, Extension Division, School & Community Services, The University of Oklahoma, Norman, Oklahoma, and Coordinator for Norman Seminar

Mr. Richard B. Lyles, Employment Program and Training Specialist, U. S. Bureau of Prisons, Washington, D. C., and Instructor, Lincoln Seminar

Mr. W. C. Maddox, Supervisor of Education, Federal Penitentiary, Atlanta, Georgia, and Instructor, Austin, and St. Paul Seminars

Mrs. Karen Maeda, Secretary to Program Director, Education Research and Development Center, University of Hawaii

Mrs. Anita Menking, Conference Secretary, Boulder Seminar

Mr. Samuel Moreno, Assistant Director of Education, State Department of Corrections, Albany, New York, and Instructor, Lincoln Seminar

Mrs. Marie E. Mueller, Conference Secretary, New York Seminar

Mr. Joseph Oresic, Supervisor of Educational Programs, New Jersey Reformatory, Bordentown, New Jersey, and Instructor, Portland Seminar

Dr. H. E. Overfield, Coordinator, Joe C. Thompson Conference Center, Austin, Texas, and Coordinator for Austin Seminar

Mrs. Judy Reinhart, Conference Secretary, Norman Seminar

Mr. Earl F. Scott, Sales Manager, Hotel St. Paul, St. Paul, Minnesota, and Coordinator for St. Paul Seminar

Mr. Arnold R. Sessions, Instructor, Institute for Community Services, Seattle Central Community College, Seattle, Washington, and Instructor, Norman Seminar

Mr. James L. Streed, Vocational Coordinator, Federal Penitentiary, Marion, Illinois, and Instructor, Boulder Seminar

Mr. William C. Strong, Occupational Research and Development Coordinator, Federal Correctional Institution, Milan, Michigan, and Instructor, New York Seminar

Mr. Edward W. Sullivan, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director

Mr. Lawrence H. Walker, Coordinator, Georgia Center for Continuing Education, University of Georgia, Athens, Georgia, and Coordinator for Athens Seminar

Dr. Arthur B. Ward, Head, Department of Conferences, Nebraska Center For Continuing Education, Lincoln, Nebraska

Mrs. Glenda Williams, Conference Secretary, Austin Seminar

Mr. Nelson G. Williams, Institutional Instructor, S. E. Regional Correctional Institution, Juneau, Alaska, and Instructor, Notre Dame Seminar

Mrs. Annabell Zikmund, Conference Secretary, Lincoln Seminar

APPENDIX I-2

1971 REGIONAL TRAINING SEMINARS

Resource Personnel

1. Mr. Charles M. Barrett, Educational Director
General Adult Education and Community Service Programs
Department of Community Colleges
State Board of Education
Raleigh, North Carolina 27602

"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

2. Mrs. Doris A. Berg, Consultant and Teacher
Adult Basic Education Program
Boulder Public Schools
841 Gapter Road
Boulder, Colorado 80302

"Materials and Technology for Adult Basic Education in Corrections"

3. Mr. Luther H. Black, Director
Adult Basic Education
State Department of Education
Arch Ford Education Building, Room 401W
Little Rock, Arkansas 72201

"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

4. Mr. Jack E. Brent (representing Mr. Jay F. Flamm), Special Assistant to the Director
Federal Youth Center
Englewood, Colorado 80110

"Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

5. Mr. Nelson E. Caldwell
Allied Printers Associates
900-902 West Pine Boulevard
Uptown Poplar Bluff, Missouri 63901

"The Ideal Adult Basic Education Program for a Correctional Setting: The Offender's Point of View"

6. Mr. Joseph G. Cannon, Commissioner
Maryland Division of Correction
920 Greenmount Avenue
Baltimore, Maryland 21202

'Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

7. Mr. Kenneth Carpenter (representing Mr. Lawrence Carpenter)
Assistant Director
Law Enforcement Assistance Admin stration
633 Indiana Avenue, N.W.
Washington, D. C. 20537

"Focus on the Future"

8. Mr. Lawrence Carpenter, Chief
Corrections Program Division
Law Enforcement Assistance Administration
633 Indiana Avenue, N.W.
Washington, D. C. 20537

"Focus on the Future"

9. Mr. Price Chenault, Consultant
Massey Technical Institute, Inc.
148 East 7th Street
Jackson, Florida 32305

"Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

10. Mr. Lawrence N. Christiansen, Conference Coordinator
Bureau of Conferences and Institutes
Division of Continuing Education
University of Colorado
130 Academy Building, 970 Aurora Avenue
Boulder, Colorado 80302

"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

11. Mr. Bruno Ciccariello, Assistant to the Director
Adult Basic Education
Department of Education
P. O. Box 2019
Trenton, New Jersey 08625

"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

12. Mr. Elmer E. Clausen, Director
Adult Education
State Department of Public Instruction
P. O. Box 527
Olympia, Washington 98501

"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

13. Mr. Allen Cook, Director
Department of Corrections
2980 Grand Avenue
Phoenix, Arizona 85017

"Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

14. Dr. Richard Cortright, Assistant Director
Adult Education Service Division
National Education Association
1201 16th Street, N.W.
Washington, D. C. 20036

"Focus on the Future"

15. Mr. Art Dilworth, Assistant Parole Agent
Minnesota Department of Corrections
1528 Hennepin Avenue
Minneapolis, Minnesota 55403

"The Needs of Offenders"

16. Dr. Charles J. Eckenrode, Assistant Professor
Department of Sociology
University of Georgia
Athens, Georgia 30601

"Institutional and Community Resources"

17. Mr. Don R. Erickson, Warden
South Dakota Penitentiary
Box 911
Sioux Falls, South Dakota 57101

"Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

18. Mr. Jay F. Flamm, Director
Federal Youth Center
Englewood, Colorado 80110

"Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

19. Mr. Boris Frank, Project Director
Rural Family Development
University of Wisconsin Television Center
3313 University Avenue
Madison, Wisconsin 53705

"Materials and Technology for Adult Basic Education in Corrections"

20. Dr. John H. Furbay, Consultant
Cultural Affairs
Trans World Airlines
605 3rd Avenue
New York, New York 10016

"Challenge to Corrections"

21. Mr. Allen E. Harbort, Superintendent of Correctional Education
State Division of Corrections
One West Wilson Street
Madison, Wisconsin 53701

"Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

22. Dr. Howard Higman, Chairman
Department of Sociology
University of Colorado
Boulder, Colorado 80302

"Focus on the Future"

23. Dr. Leonard R. Hill, Administrative Director
Adult Basic Education
State Department of Education
State Capitol
Lincoln, Nebraska 68509

"Materials and Technology for Adult Basic Education in Corrections"

24. Mr. Glen Jeffes, Associate Superintendent for Programs
Idaho State Penitentiary
P. O. Box 7309
Boise, Idaho 83707

"Institutional and Community Resources"

25. Dr. Howard L. Johnson, Superintendent of Schools
Denver Public Schools
414 Fourteenth Street
Denver, Colorado 80202

"Challenge to Corrections"

26. Mr. C. J. Johnston, Chief
Adult Education
State Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

27. Mr. Paul W. Keve, Director
Department of Public Communications and Safety
Research Analysis Corporation
McLean, Virginia 22101

"Educational Management Decisions in Correctional Settings"

28. Dr. Gisela Konopka, Director
Center for Youth Development and Research
University of Minnesota
304 Walter Library
Minneapolis, Minnesota 55455

"Challenge to Corrections"

29. Mr. Ellis C. MacDougall, Director
State Board of Corrections
Trinity-Washington Building, Room 815
Atlanta, Georgia 30334

"Focus on the Future"

30. Mr. James W. Miller, Section Chief
Special Programs
Texas Education Agency
3201 Alberta Street
Columbus, Ohio 43204

"Materials and Technology for Adult Basic Education in Corrections"

31. Mr. Ralph Mock, Program Director
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

"Conceptualizing Adult Basic Education in the Correctional Setting"

32. Dr. Howell McGee, Director
Adult Admissions and Records
University of Oklahoma
1700 Asp
Norman, Oklahoma 37069

"Conceptualizing Adult Basic Education in the Correctional Setting"

33. Dr. John M. McKee, Director
Rehabilitation Research Foundation
P. O. Box 1107
Elmore, Alabama 36025

"Materials and Technology for Adult Basic Education in Corrections"

34. Bishop Roy C. Nichols, Resident Bishop
Pittsburgh Area
The United Methodist Church
Triangle Building, 408 Seventh Avenue
Pittsburgh, Pennsylvania 15219

"Challenge to Corrections"

35. Mr. Jerry O. Nielsen, State Supervisor
Adult Basic Education
State Department of Education
Heroes Memorial Building
Carson City, Nevada 89701

"Educational Management Decisions in Correctional Settings"

36. Mr. Jules Pagano, Executive Director
Adult Education Association
1225 Nineteenth Street, N.W.
Washington, D. C. 20036

"Conceptualizing Adult Basic Education in the Correctional Setting"

37. Mr. Jerald D. Parkinson, Executive Director
State Board of Charities and Corrections
Capitol Building
Pierre, South Dakota 57501

"Institutional and Community Resources"

38. Mr. Ken Russell, (representing Mr. C. J. Johnston)
Supervisor of Education
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

39. Mr. M. Eldon Schultz, Adult Education Program Officer
Office of Education, Region V
Department of Health, Education, and Welfare
226 West Jackson Boulevard, Room 406
Chicago, Illinois 60606

"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

40. Dr. Leonard C. Silvern, President
Education and Training Consultants Co.
12121 Wilshire Boulevard
Los Angeles, California 90025

"Using Models to Simulate"

41. Dr. John C. Snider, Assistant Professor
Department of Education
Colorado State University
Fort Collins, Colorado 80521

"Focus on the Future"

42. Mr. Roy W. Steeves, Assistant Chief
Adult Education
State Department of Education
217 West First Street, Room 208
Los Angeles, California 90012

"Conceptualizing Adult Basic Education in the Correctional Setting"

43. Mr. Monroe Sweetland, Legislative Consultant
Western States
National Education Association
1705 Murchison Drive
Burlingame, California 94010

"Focus on the Future"

44. Dr. Ward Sybouts, Chairman
Department of Secondary Education
University of Nebraska
104 University High School Building
Lincoln, Nebraska 65803

"Educational Management Decisions in Correctional Settings"

45. Mr. Carroll Towey, Adult Education Program Officer
Office of Education, Region I
Department of Health, Education, and Welfare
John F. Kennedy Federal Building, Room 1309
Boston, Massachusetts 02203

"Conceptualizing Adult Basic Education in the Correctional Setting"

46. Dr. Arthur B. Ward, Head
Department of Conferences
University of Nebraska
Center for Continuing Education
33rd and Holdrege Street
Lincoln, Nebraska 68503

"Conceptualizing Adult Basic Education in the Correctional Setting"

47. Dr. Morrison F. Warren, Director
I. D. Payne Laboratory
College of Education
Arizona State University
Farmer Education Building, Room 116
Tempe, Arizona 85281

"Challenge to Corrections"

APPENDIX I-3

1971 REGIONAL TRAINING SEMINARS

Affiliation of Resource Personnel by Seminar

	STATE AGENCY					U. S.				
SEMINAR	EDUCATION	CORRECTIONS	INMATE	PUBLIC SCHOOLS	PROFESSIONAL ORGANIZATION	OFFICE OF EDUCATION	BUREAU OF PRISONS	UNIVERSITY	PRIVATE ORGANIZATION	TOTAL
Lincoln	2	3	0	0	0	0	2	5	2	14
Boulder	1	1	0	1	0	1	3	5	2	14
Athens	1	0	0	0	0	1	3	6	3	14
Austin	4	1	0	0	1	1	3	2	2	14
Notre Dame	1	3	1	0	1	1	1	4	2	14
Norman	2	2	0	0	0	1	2	5	2	14
St. Paul	1	2	1	0	1	1	3	4	2	15
New York	2	2	0	0	0	2	1	5	2	14
Portland	4	3	0	0	0	1	2	3	3	16
Total	18	17	2	1	3	9	20	39	20	129

APPENDIX J

1971 REGIONAL TRAINING SEMINARS

Syllabus

I. Nature of the Seminar

A. Description

1. This seminar is part of a program to improve adult basic education in corrections, which is conducted by the Education Research and Development Center of the University of Hawaii under grant from the U. S. Office of Education, Division of Adult Education Programs. The total program effort is directed toward achieving innovation and reform of educational policies and practices in the nation's prisons. The program aims to make a major thrust in the direction of meeting deficiencies of prison and rehabilitation efforts, in order that offenders might be graduated to a useful, productive life in society. The program purpose is being implemented in 1971 with a plan for developing and testing a conceptual model of adult basic education for correctional institutions at local, state and federal levels; and training decision-makers in application of the model for educational management.

2. The 1971 seminar program has a two-fold purpose: (a) to provide implementation of a model of adult basic education in corrections in selected local, state, and federal settings to be evaluated and modified as needed; and (b) to train seminar participants to use and implement the model in correctional settings.

3. The program will be intensive and demanding, involving ten full workdays, including Saturday and Sunday, in addition to independent study, and team activities during evening hours.

B. Goals

1. Participants will increase their knowledge of philosophy and theory of adult basic education and corrections; improve their understanding of concepts and principles relating to the learning process, the inmate learners, the learning environment; improve their understanding of educational management systems.

2. Participants will improve their skills in defining objectives; using information; developing delivery systems; planning the learning experiences and environments; testing and evaluating program effectiveness.

3. Participants will show positive feeling toward adult basic education and adult basic education in correctional institutions.

4. Participants will develop operating plans of adult basic education in corrections for a particular institution or setting.

C. Objectives

1. Given a 20-item multiple-choice test on concepts of basic education and corrections, the participant will be able to answer correctly 16 items within a time limit of 10 minutes.

2. Given a list of objectives, the participant will be able to identify those which are stated in performance items.

3. Given a list of assumptions about offenders, the participant will be able to tell which assumptions could be expected to hold for 80 per cent of the adult basic education offender population.

4. Given a list of assumptions about environmental presses which influence learning in correctional settings, the participant will be able to identify those which could be expected to be operating in 80 per cent of the cases.

5. Given a list of assumptions about the learning process, the participant will be able to identify those which could be expected to apply in 80 per cent of the cases in adult basic education program in prisons.

6. Given a multiple-choice test on systems of educational management, the participant will be able to answer correctly 80 per cent of the items.

7. Given a multiple-choice test on internal and external evaluation of systems, the participant will be able to answer correctly 80 per cent of the items.

8. Given a multiple-choice test on planning learning experiences for adult basic education in corrections, the participant will be able to answer correctly 80 per cent of the items.

9. Given a list of concept terms, the participant will be able to indicate extent to which the term evokes feelings of pleasure and/or value about systems of adult basic education in corrections.

10. Given the elements and constraints of a system, the participant will be able to develop a flowchart model for adult basic education in a particular correctional institution.

11. Given a multiple-choice test on identifying and using information and resources for educational management in corrections, the participant will be able to answer correctly 80 per cent of the items.

D. Program Content

1. Theory of model building and application of systems techniques

   a. General systems techniques
   b. Design of models for specific institutions or settings

2. Philosophy and conceptualization of adult basic education for offenders

   a. Definition of model for adult basic education in corrections
   b. Assumptions underlying program development and implementation

3. Defining and preparing goals and objectives

   a. Goals of adult basic education in corrections
   b. Preparation of behavioral objectives

4. Systems approach to educational management in corrections

   a. Components of the system
   b. Implementation of the system

5. Systematic processing of information for educational management

   a. Learner variables
   b. Societal and cultural variables
   c. Learning process variables

6. Planning learning experiences

   a. Instruction
   b. Instructional materials, media, and techniques

7. Planning environments for adult basic education

   a. Scope, sequence, staffing, scheduling
   b. Physical layout

8. Measuring and evaluating adult basic education in corrections

   a. Techniques of measurement
   b. Procedures and uses of internal and external evaluation

E. Program Procedures and Materials

1. The program includes lecture-discussion, panel presentations, reaction groups, demonstration or field trips, and team assignments.

2. Instructional materials, and media will include printed books, and pamphlets, programed booklets, films, filmstrips, slides, tapes, and transparencies.

3. Supervision and guidance will be given to teams developing delivery systems of adult basic education in corrections for specific institutions.

F. Program Requirements

1. Attend all sessions, including evening meetings

2. Implement assigned program responsibilities

3. Read all assigned references

4. Contribute to group discussion, panels; and dialogue with staff and consultants

5. Contribute to team assignment

   a. Work with team on model-design project
   b. Attend team meetings
   c. Implement team assignments

II. Participant Information

A. Number of participants: 18 participants in each regional seminar

B. Selection of participants

Seminar I - Participants from Central states

Seminar II - Participants from Rocky Mountain states

Seminar III - Participants from Southern states

Seminar IV - Participants from Southwestern states

Seminar V - Participants from Midwestern states

Seminar VI - Participants from South Central states

Seminar VII - Participants from Great Lakes states

Seminar VIII - Participants from New England states

Seminar IX - Participants from West Coast states and Territories

C. Criteria for selection

1. Participant has responsibilities for administration, planning, or managing of adult basic education in corrections, or supervision of teachers in corrections.

2. Participant has desire to improve adult basic education in corrections.

3. Participant has education and experience to benefit from training program.

4. Participant has leadership qualities.

III. Staff

A. Administrative

Dr. T. A. Ryan, Program Director
Researcher/Professor, Education Research and Development Center
University of Hawaii, Honolulu, Hawaii 96822

B. Instructional

Mr. Joseph P. Angert
Educational Director
State Correctional Institution
Pittsburgh, Pennsylvania 15202

Mr. Richard E. Cassell
Assistant Supervisor of Education
Federal Youth Center
Ashland, Kentucky 41101

Mr. Dale W. Clark
Supervisor of Education
Federal Youth Center
Englewood, Colorado 80110

Mr. William D. Decker
Reading Specialist
Medical Center for Federal Prisoners
Springfield, Missouri 65802

Mr. Fred A. Dickens
Teacher
Federal Penitentiary
Marion, Illinois 62959

Mr. James H. DuBose
Superintendent of Education
State Department of Corrections
Columbia, South Carolina 29202

Mr. Lex Enyart
Supervisor of Education
Federal Correctional Institution
Milan, Michigan 48160

Mr. Robert A. Erickson
Director of Education
Minnesota State Prison
Stillwater, Minnesota 55082

Mr. Nathaniel A. Fisher
Assistant Supervisor of Education
Federal Reformatory
Petersburg, Virginia 23803

Mr. Henry E. Gilbert, Jr.
Supervisor of Education
Federal Correctional Institution
Tallahassee, Florida 32303

Mr. Robert A. Gunnell
Assistant Supervisor of Education
Federal Penitentiary
Lewisburg, Pennsylvania 17837

Mr. Robert S. Hatrak
Supervisor of Educational Programs
New Jersey State Prison
Trenton, New Jersey 08625

Mr. Glen L. Henrickson
Supervisor of Education
Federal Penitentiary
Steilacoom, Washington 98383

Mr. Dean Hinders
Education Director
South Dakota State Penitentiary
Sioux Falls, South Dakota 57101

Mr. Charles H. Huff
Supervisor of Education
Federal Correctional Institution
Sandstone, Minnesota 55072

Mr. E. L. Imboden
Director of Education
Oklahoma State Reformatory
Granite, Oklahoma 73547

Mr. Calvin O. Jacobs
Administrative Assistant
Federal Reformatory
Petersburg, Virginia 23803

Dr. Earl R. Keesler
Coordinator of Correctional
Continuing Education
State Education Department
Hastings-on-Hudson, New York 10706

Mr. William F. Kennedy
Education Coordinator
Oregon Corrections Division
Salem, Oregon 97310

Mr. Norman P. Langdon
Assistant Supervisor of Education
Federal Correctional Institution
Seagoville, Texas 75159

Mr. Richard B. Lyles
Bureau Employment and Training
Program Specialist
U. S. Bureau of Prisons
Washington, D. C. 20537

Mr. W. C. Maddox
Supervisor of Education
Federal Penitentiary
Atlanta, Georgia 30315

Mr. Samuel Moreno
Assistant Director of Education
State Department of Correction
Albany, New York 12225

Mr. Joseph Oresic
Supervisor of Educational
Programs
New Jersey Reformatory
Bordentown, New Jersey 08505

Mr. Arnold R. Sessions
Instructor
Institute of Community Service
Seattle Central Community
College
Seattle, Washington 98144

Mr. James L. Streed
Vocational Coordinator
Federal Penitentiary
Marion, Illinois 62959

Mr. William C. Strong
Occupational Research and
Developmental Coordinator
Federal Correctional Institution
Milan, Michigan 48160

Mr. Nelson G. Williams
Institutional Instructor
S. E. Regional Correctional
Institution
Juneau, Alaska 99801

IV. Facilities

A. Lincoln, Nebraska

1. Lodging: Center for Continuing Education, University of Nebraska

2. Program Activities: Center for Continuing Education, University of Nebraska

B. Boulder, Colorado

1. Lodging: Royal Inn

2. Program Activities: Royal Inn

C. Athens, Georgia

1. Lodging: Georgia Center for Continuing Education, University of Georgia

2. Program Activities: Georgia Center for Continuing Education, University of Georgia

D. Austin, Texas

1. Lodging: Villa Capri

2. Program Activities: Joe C. Thompson Conference Center

E. Notre Dame, Indiana

1. Lodging: Morris Inn

2. Program Activities: Center for Continuing Education, University of Notre Dame

F. Norman, Oklahoma

1. Lodging: Oklahoma Center for Continuing Education, University of Oklahoma

2. Program Activities: Oklahoma Center for Continuing Education, University of Oklahoma

G. St. Paul, Minnesota

1. Lodging: Hotel St. Paul

2. Program Activities: Hotel St. Paul

H. New York, New York

1. Lodging: King's Crown Hotel

2. Program Activities: Men's Faculty Club

I. Portland, Oregon

1. Lodging: Ramada Inn

2. Program Activities: Portland State University

V. Evaluation

A. Immediate evaluation will be made through objective test, instructor report, and observer reports. Pre- and posttest data will be gathered to determine extent to which changes in behaviors or participants relating to program objectives have occurred.

B. Long-term evaluation will be made by followup to determine extent to which participants implement the model of adult basic education in correctional settings, and engage in activities related to implementation of the delivery system developed in the seminar.

APPENDIX K-1

1971 REGIONAL TRAINING SEMINARS

Required Reading List

1. Ryan, T. A. A Model of Adult Basic Education in Corrections. Mimeo. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

2. Ryan, T. A. (Ed.) Collection of papers prepared for 1970 National Seminars, Adult Basic Education in Corrections. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

3. Ryan, T. A. Educational management by systems techniques in corrections. Mimeo. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

4. Ryan, T. A. (Ed.) Model of adult basic education in corrections: Experimental edition. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

5. Ryan, T. A. Systems techniques for programs of counseling and counselor education. Educational Technology, 1969, 9, 7-17.

6. Ryan, T. A. and Silvern, L. C. (Eds.) Goals of adult basic education in corrections. Honolulu: Education Research and Development Center, University of Hawaii, 1970.

7. Silvern, L. C. Logos: A system language for flowchart modeling. Educational Technology, 1969, 9. 18-23.

8. Silvern, L. C. Systems engineering of education I: The evolution of systems thinking in education. Los Angeles: Education and Training Consultants Co., 1968.

APPENDIX K-2

1971 REGIONAL TRAINING SEMINARS

Supplementary Readings

1. Adult Armchair Education Program. American minorities: Trainee workbook. Philadelphia: Opportunities Industrialization Center, Inc., 1969.

2. Adult Armchair Education Program. Consumer awareness: Trainee workbook. Philadelphia: Opportunities Industrialization Center, Inc., 1969.

3. Adult Armchair Education Program. Group leaders manual: American minorities, consumer awareness. Philadelphia: Opportunities Industrialization Center, Inc., 1969.

4. Allen, David, Hahn, B. J., Johnson, M. P., and Nelson, R. S. Polysensory learning through multi-media instruction in trade and technical education. Los Angeles: University of California, Division of Vocational Education, n. d.

5. American Correctional Association. Manual of correctional standards. New York: American Correctional Association, 1966.

6. Banathy, B. H. Instructional systems. Palo Alto, California: Fearon Publishers, 1968.

7. Bloom, B. S. (Ed.) Taxonomy of educational objectives: The classification of educational goals. Handbook I, Cognitive domain. New York: David McKay Company, Inc., 1956, 1968.

8. Cassell, R. Project Pride (Prescribed reinforcement involving differentiated education). Ashland, Kentucky: Federal Youth Center, Educational Development Center, n. d.

9. Center for Studies in Vocational and Technical Education. Education and training in correctional institutions: Proceedings of a conference. Madison: University of Wisconsin, 1968.

10. Center for Study of Crime, Delinquency, and Corrections. Developmental laboratory for correctional training: Final report. U. S. Department of Justice, Grant No. 041. Carbondale, Illinois: Southern Illinois University, n. d.

11. Chandler, B. A. An approach: Adult basic education in the developing field of education for adults. Paper prepared for the Conference of Directors of Adult Basic Education, Special Projects. Raleigh, North Carolina, June, 1969.

12. Correctional Education Association. Proceedings of workshop A: Revitalizing adult basic education in corrections. 10th Annual Regional Conference, Regions I and II. Newark, Delaware: Correctional Education Association, 1969.

13. De Cecco, J. P. Psychology of learning and instruction: Educational psychology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

14. Educational Facilities Laboratories. Planning for schools with television. New York: Educational Facilities Laboratories, 1960, 1969.

15. Green, A. C. (Ed.) Educational facilities with new media. Washington, D. C.: National Education Association, Department of Audio-visual Instruction, 1966.

16. Gross, R. and Murphy, J. Educational change and architectural consequences. New York: Educational Facilities Laboratories, Inc., 1968.

17. Hartley, H. J. Educational planning--programming--budgeting. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

18. Heinich, R. Systems engineering of education II: Application of systems thinking to instruction. Los Angeles: Education and Training Consultants, 1965.

19. Hitt, W. D. and Agostino, N. R. Final report on development of model education and training system for inmates in federal correctional institutions. Columbus, Ohio: Battelle Memorial Institute, 1968.

20. Joint Commission on Correctional Manpower and Development. Final report: A time to act. Washington, D. C.: American Correctional Association, 1969.

21. Kemp, J. E. Planning and producing audio-visual materials. San Francisco: Chandler Publishing Co., 1968.

22. Krathwohl, D. R., Bloom, B. S. and Masia, B. B. Taxonomy of educational objectives. Handbook II: Affective domain. New York: David McKay Co., Inc., 1969 ed.

23. Lawrence, J. W. Developing a unipack. (Mimeo) Honolulu: University of Hawaii, Education Research and Development Center, 1969.

24. Lawrence, J. W. How to make a media pack. (Mimeo) Honolulu: University of Hawaii, Education Research and Development Center, 1969.

25. Lawrence, J. W. The learning resource center. (Mimeo) Honolulu: University of Hawaii, Education Research and Development Center, 1969.

26. Loughary, J. W. Man-machine systems in education. New York and London: Harper and Row, 1966.

27. Mager, R. F. Developing attitude toward learning. Palo Alto, California: Fearon Publishers, 1968.

28. Mager, R. F. Preparing instructional objectives. Palo Alto, California: Fearon Publishers, 1967.

29. Mager, R. F. and Beach, K. M. Developing vocational instruction. Palo Alto, California: Fearon Publishers, 1967.

30. Marshall, L. E. (Ed.) Adult basic education administrator's institute, HEW, Region II. Montclair, New Jersey: Montclair State College, 1968.

31. National University Extension Association. Adult learning. Adult basic education pre-institute seminar. Detroit: Wayne State University, 1967.

32. Rossi, P. H. and Biddle, B. J. (Eds.) New media and education. Chicago: Aldine Publishing Co., 1966.

33. Sherk, J. and Mocker, D. Administrators' workshop: Learning center model. Kansas City: University of Missouri, 1969.

34. Silvern, L. C. Systems analysis and synthesis applied to occupational instruction in secondary schools. Los Angeles: Education and Training Consultants, Co., n. d.

35. Silvern, L. C. Systems engineering of education IV: Systems analysis and synthesis applied quantitatively to create an instructional system. Los Angeles: Education and Training Consultants, Co., 1965, 1969.

36. Sourifman, V. M. (Ed.) Guidelines for adult basic education learning centers. Upper Montclair, New Jersey: Department of Education, Office of Adult and Continuing Education, 1970.

37. U. S. Department of Health, Education, and Welfare. Office of Education. Adult basic education: A bibliography from the Educational Materials Center. Washington: 1968.

38. U. S. Department of Health, Education, and Welfare. Office of Education. Adult basic education: Meeting the challenge of the 1970's. First annual report of the National Advisory Committee on Adult Basic Education. Washington: 1968.

39. U. S. Department of Health, Education, and Welfare. Office of Education. Adult basic education: Strengthening the foundation of our democratic society. Second annual report of the National Advisory Committee on Adult Basic Education. Washington: 1969.

40. U. S. Department of Health, Education, and Welfare. Office of Education. Adult basic education program statistics: Students and staff data, July 1, 1967-June 30, 1968. Washington: 1969.

41. U. S. Department of Health, Education, and Welfare. Public Health Service. Training methodology: Annotated bibliographies. I. Theory and research; II. Planning and administration; III. Methods and techniques; IV. Audio-visual theory, aids, and equipment. Washington: 1969.

42. U. S. Department of Health, Education, and Welfare. Social and Rehabilitation Service. Rehabilitation of the public offender: A training guide. Fifth Institute on Rehabilitation Services. Washington: 1967.

43. U. S. Department of Health, Education, and Welfare. Social Rehabilitation Service. Correctional Rehabilitation. Washington: 1969.

44. U. S. Department of Labor. Manpower Administration. Manpower development and training in correctional programs: MDTA experimental and demonstration findings, no. 3. Washington: 1968.

45. U. S. National Archives. Federal register: Financial assistance for adult education programs--Adult basic education. Reprint of part 166, 32, 77. Washington: 1967.

46. White Plains Public Education Center. Guide for establishing a learning laboratory. White Plains, New York: White Plains Public Schools, 1969.

APPENDIX L

1971 REGIONAL TRAINING SEMINARS

Results of Evaluation of Instructional Materials

ITEM	RATING	SELECTED		REJECTED		
MATERIALS	(0-5.0)	Required	Supplementary	Low Rating	Not Accessible	Duplicate Resource
01	5.0	x				
02	4.8	x				
03	5.0	x				
04	5.0	x				
05	4.6	x				
06	4.6	x				
07	4.4	x				
08	4.6	x				
09	4.8		x			
10	4.8		x			
11	4.8		x			
12	4.4		x			
13	4.0		x			
14	4.2		x			
15	2.2			x		
16	4.2		x			
17	3.0			x		
18	3.6			x		
19	2.4			x		
20	4.0		x			
21	4.4		x			
22	4.4		x			
23	2.2			x		
24	4.4		x			
25	3.0					x
26	3.2					x
27	4.0		x			
28	3.4			x		
29	4.6		x			
30	4.0		x			
31	4.2					x
32	3.4					x
33	3.4					x
34	4.2		x			
35	4.4		x			
36	4.3		x			
37	3.0					x
38	4.0		x			
39	4.6		x			
40	3.6					x

ITEM	RATING (0-5.0)	SELECTED		REJECTED		
		Required	Supplementary	Low Rating	Not Accessible	Duplicate Resource
41	3.6					x
42	4.1		x			
43	4.4		x			
44	4.0		x			
45	4.1		x			
46	3.4		x			
47	3.3		x			
48	4.0		x			
49	4.0		x			
50	4.8		x			
51	4.6		x			
52	4.4		x			
53	3.6					x
54	4.0					x
55	4.0		x			
56	3.2			x		
57	3.0			x		
58	4.2		x			
59	2.6				x	
60	4.4		x			
61	4.4		x			
62	4.4					x
63	4.2		x			
64	4.2		x			
65	4.1		x			
66	4.2		x			
67	4.0		x			
68	3.2		x			
69	4.2		x			
70	4.6		x			
71	4.0		x			
72	4.0		x			
73	4.0		x			
74	3.2					x
75	4.1		x			
Total		8	46	8	1	12

APPENDIX M

1971 REGIONAL TRAINING SEMINARS

Comparison of Group Profiles by Mean Scores
for Pre- and Posttest by Seminar

SEMINAR GROUP	PRETEST			POSTTEST			GAIN (Posttest - Pretest)
	Part 1	Part 2	Total	Part 1	Part 2	Total	
Lincoln	51.50	2.92	54.42	60.84	26.62	87.46	33.04
Boulder	48.33	3.73	52.06	59.33	27.60	86.93	34.87
Athens	51.60	5.30	56.90	59.90	23.20	83.10	26.20
Austin	48.00	3.75	51.75	60.36	25.45	85.81	34.06
Notre Dame	54.84	8.37	63.21	61.00	28.15	89.15	25.94
Norman	52.20	5.87	58.07	56.40	21.87	78.27	20.20
St. Paul	55.23	5.88	61.11	60.17	26.06	86.23	25.12
New York	53.69	9.75	63.44	62.94	30.69	93.63	30.19
Portland	52.15	6.92	59.07	65.66	24.85	90.53	31.46

APPENDIX N

1971 REGIONAL TRAINING SEMINARS

Mean Scores on Pre- and Posttest Measures of Pleasure and Worth Attributed to Adult Basic Education in Corrections Concepts

		PLEASURE ATTRIBUTE*			WORTH ATTRIBUTE*		
SEMINAR GROUP	N	Pretest $\bar{X}$	Posttest $\bar{X}$	Gain	Pretest $\bar{X}$	Posttest $\bar{X}$	Gain
Lincoln	14	3.29	3.49	0.20	3.70	3.88	0.18
Boulder	15	3.30	3.64	0.34	3.57	3.78	0.21
Athens	18	3.34	3.69	0.35	3.63	3.84	0.21
Austin	11	3.32	3.51	0.19	3.67	3.81	0.14
Notre Dame	19	3.44	3.51	0.07	3.67	3.76	0.09
Norman	15	3.08	3.39	0.31	3.51	3.71	0.20
St. Paul	17	3.19	3.53	0.34	3.60	3.77	0.17
New York	16	3.51	3.59	0.08	3.69	3.83	0.14
Portland	13	3.41	3.68	0.27	3.61	3.79	0.18

*Scale = 1.0 to 4.0
1.0 = Not at all
4.0 = Very much

APPENDIX O

1971 REGIONAL TRAINING SEMINARS

Mean Ratings of Training Program by Seminar

	SEMINAR GROUP									
PROGRAM ELEMENT	LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX	$\bar{X}$
Information Generation	3.33	3.53	3.20	3.45	3.63	3.39	3.68	3.40	3.71	3.50
Knowledge Increase	3.33	3.40	3.35	3.55	3.68	3.50	3.58	3.60	3.53	3.53
Accomplishment of Purpose	3.33	3.73	3.15	3.36	3.74	3.72	3.74	3.53	3.88	3.57
Satisfaction with Product	3.40	3.27	3.00	3.00	3.21	3.17	3.32	2.93	3.71	3.27

*Scale = 1.0 to 4.0
1.0 = Very little
4.0 = Very much

APPENDIX P-1

1971 REGIONAL TRAINING SEMINARS

Mean Ratings of Training Program Activities by Seminar

ACTIVITIES	SEMINAR GROUP									
	LNK	BLD	ATH	AUS	NTD	NOR	STF	NYC	PDX	$\bar{X}$
Socializing, opening session	3.85	3.43	2.74	2.91	3.37	3.50	3.11	3.47	3.59	3.33
Listening, banquet session	3.07	2.64	2.67	2.82	3.00	3.22	3.28	2.80	3.25	2.96
Participating in general discussion	3.73	3.53	3.70	3.73	3.83	3.83	3.68	3.87	3.82	3.74
Participating in reaction panels	3.00	3.60	3.16	3.36	3.11	3.17	3.16	3.40	3.59	3.24
Participating in discussion groups	3.67	3.73	3.74	3.82	3.74	3.72	3.79	3.67	3.94	3.75
Participating in task groups	3.60	3.47	3.42	3.73	3.58	3.44	3.74	3.60	3.88	3.59
Participating with team members	3.67	3.73	3.63	3.80	3.79	3.78	3.67	3.73	4.00	3.74
Dialogue with resource people	3.07	3.20	3.16	3.45	3.05	3.50	3.26	3.47	3.31	3.21
Dialogue with staff	3.60	3.40	3.42	3.36	3.33	3.61	3.68	3.33	3.43	3.45
Listening to resource persons	2.93	3.27	3.64	2.40	3.05	3.39	3.11	3.13	3.41	3.07
Listening to staff presentations	3.27	3.40	3.05	3.55	3.21	3.17	3.47	3.07	3.27	3.27
Reading assigned references	2.83	2.60	2.78	3.00	3.21	3.22	3.11	3.20	3.44	3.06
Reading supplementary references	2.75	2.07	2.53	2.27	2.78	2.89	2.63	2.71	3.13	2.43
Informal discussions	3.73	3.73	3.68	3.55	3.63	3.72	3.95	3.79	3.76	3.65
Listening, closing luncheon session	3.25	2.89	2.83	2.25	2.86	3.22	3.43	2.86	3.00	2.97
Participating in field trip or demonstration	3.67	3.33	2.75	2.00	3.00	3.25	3.00	3.75	3.25	3.16
Listening and/or watching AV presentations	3.00	2.79	3.11	3.45	3.06	3.29	2.94	3.08	3.44	3.13

APPENDIX P-2

1971 REGIONAL TRAINING SEMINARS

Participant Evaluation of Instructional Materials

MATERIALS	SEMINAR GROUP									
	LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX	$\bar{X}$
Ryan, T. A. A model of adult basic education in corrections.	3.69	3.67	3.75	3.90	3.89	3.72	3.79	3.73	3.88	3.77
Ryan, T. A. (Ed.) Collection of papers prepared for 1970 National Seminars.	3.17	3.14	3.31	3.00	3.05	2.83	3.16	3.07	3.33	3.17
Ryan, T. A. Educational management by systems techniques in corrections.	3.67	3.50	3.31	3.22	3.47	3.44	3.61	3.40	3.59	3.50
Ryan, T. A. (Ed.) Model of adult basic education in corrections: Experimental edition.	3.67	3.64	3.43	3.64	3.58	3.67	3.89	3.93	4.00	3.71
Ryan, T. A. Systems techniques for programs of counseling and counselor education. Educational Technology.	3.33	3.33	3.33	3.33	3.28	2.50	3.06	3.13	3.65	3.29
Ryan, T. A. and Silvern, L. C. (Eds.) Goals of adult basic education in corrections.	3.55	3.43	3.46	3.73	3.53	3.44	3.61	3.47	3.82	3.52
Silvern, L. C. Logos: A system language for flowchart modeling. Educational Technology.	3.58	3.40	3.13	2.73	3.11	3.29	3.39	3.73	3.76	3.38
Silvern, L. C. Systems engineering of education I: The evolution of systems thinking in education.	3.33	3.00	2.83	2.30	2.79	2.88	3.06	3.29	3.06	2.62

APPENDIX P-3

1971 REGIONAL TRAINING SEMINARS

TABLE 2. Participant Evaluation of Resource Personnel on Communication Skill by Seminar

RESOURCE PERSON	SEMINAR GROUP								
	LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX
1				2.90					
2						3.12			
3			3.40				3.36	3.30	
4		2.50							
5	3.13	3.20		2.54	3.30				
6							2.79	3.42	
7	3.14			1.90					
8							2.72		
9									3.26
10	3.73	3.86	3.10	3.54	3.15	3.66			
11									2.46
12			2.73						
13					3.57				
14								2.85	
15			2.83					3.30	
16		2.46							
17								3.75	
18	2.92	3.36			3.56				
19					3.21				
20	2.60	3.66	3.05	2.09	2.00	3.22	2.89	3.20	2.86
21	2.92					3.00			
22				1.90					
23						2.23			
24								2.73	
25					2.84				
26	3.28								
27		2.20							
28									2.85
29							2.66		
30				2.36					
31								2.10	
32							2.63		
33					2.38				
34		3.06	2.63						
35									2.92
36	3.38		3.38	3.00		3.72			3.68
37									2.73
38					2.85	3.18	3.21		3.37
39								2.86	
$\bar{X}$ Rating	3.14	3.04	3.02	2.53	2.98	3.16	2.89	3.06	3.02

APPENDIX P-3

1971 REGIONAL TRAINING SEMINARS

TABLE 3. Participant Evaluation of Resource Personnel on Content Mastery by Seminar

RESOURCE PERSON	SEMINAR GROUP								
	LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX
1				2.54					
2						3.25			
3			3.35				3.26	3.15	
4		2.35							
5	2.73	2.60		2.63	3.30				
6							3.21	3.23	
7	3.21		2.09						
8							2.84		
9									3.25
10	3.66	3.86	3.10	3.54	3.26	3.61			
11									2.71
12			2.63						
13					3.31				
14								2.78	
15			3.27					3.46	
16		3.06							
17								3.30	
18	3.00	3.09			3.52				
19					2.89				
20	3.73	3.73	3.35	2.90	3.36	3.55	3.63	3.53	3.25
21	2.76					2.94			
22				1.90					
23						2.29			
24								2.60	
25					2.95				
26	3.21								
27	2.46								
28									2.85
29							3.18		
30				2.63					
31								2.26	
32							3.05		
33					2.20				
34		3.20	2.84						
35									2.93
36	3.23		3.11	2.70		3.72			2.87
37									2.66
38					2.95	3.12	3.31		3.43
39								2.93	
$\bar{X}$ Rating	3.19	3.04	3.09	2.62	3.08	3.21	3.21	3.02	2.99

APPENDIX P-4

1971 REGIONAL TRAINING SEMINARS

Participant Evaluation of Program Organization

MANAGEMENT COMPONENT	DESCRIPTION	DISAGREE									AGREE									NO RESPONSE								
		LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX	LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX	LNK	BLD	ATH	AUS	NTD	NOR	STP	NYC	PDX
Program Information	Pre-seminar information was adequate for my use in deciding whether or not to apply.	5	4	11	2	5	8	6	[illegible]	1	9	9	7	6	10	9	12	[illegible]	14	1	2	2	3	4	1	1	1	2
	Pre-seminar information accurately described the program.	3	3	7	1	4	4	7	4	1	11	11	11	7	14	14	11	10	15	1	1	2	3	1	0	1	1	1
Staff Qualifications	Qualifications and competencies of resource personnel were satisfactory.	2	1	6	4	0	4	2	3	2	13	14	14	6	18	14	17	12	14	0	0	0	1	1	0	0	0	1
Time Allocation and Utilization	The balance between formal and informal activities was satisfactory.	2	4	6	1	4	4	5	6	0	13	11	14	10	14	14	14	9	17	0	0	0	0	1	0	0	0	0
	There was sufficient time for group activities.	3	6	8	3	4	9	4	6	7	12	9	11	8	15	9	15	9	10	0	0	1	0	0	0	0	0	0
	There was sufficient time for meeting informally with other participants.	4	8	9	2	8	9	6	9	6	11	7	11	9	11	8	13	6	11	0	0	0	0	0	1	0	0	0
	There was sufficient time for meeting with staff.	3	5	5	1	2	3	0	3	1	12	10	14	10	17	15	19	10	16	0	0	1	0	0	0	0	2	0
	The length of the seminar was satisfactory (10 days).	4	7	6	4	4	8	5	6	1	11	8	12	7	15	9	13	8	16	0	0	2	0	0	1	1	1	0
	The daily time schedule was satisfactory.	4	7	10	4	3	5	4	7	0	11	8	9	7	16	13	14	7	16	0	0	1	0	0	0	1	1	1
Conference Facilities	Arrangements for meals and living accommodations were satisfactory.	1	0	3	2	1	0	0	6	0	14	15	17	9	18	18	19	6	17	0	0	0	0	0	0	0	3	0
	The location for the seminar was satisfactory.	3	2	3	0	0	0	4	9	0	12	13	17	11	19	17	15	6	17	0	0	0	0	0	1	0	0	0
	Physical arrangements for the work sessions were satisfactory (meeting rooms, equipment, lighting).	1	1	2	0	2	1	1	1	1	14	14	18	11	17	17	18	14	16	0	0	0	0	0	0	0	0	1
General Organization	The seminar met my expectations.	1	1	4	0	2	4	0	2	1	14	14	15	11	17	13	19	13	16	0	0	1	0	0	1	0	0	0
	I would like to participate in another conference or seminar sponsored by Education Research and Development Center of the University of Hawaii.	1	0	6	3	1	5	1	3	0	11	13	13	7	18	11	17	11	17	3	2	1	[illegible]	0	2	1	1	0

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